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THE

# SCHOOL JOURNAL.

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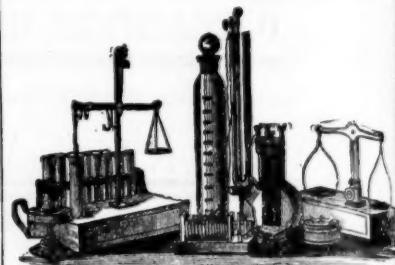
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MR. SULLY, in a recent article, says that there are two ways in which a child can acquire knowledge—he may use his own senses or he may gain it from the instruction of others. He insists that the only way of learning is by means of the exertion of mind in laying hold of new facts and making them his own. Something more is needed in learning than reading a fact or committing it to memory. The pupil must get the fact or thought into his mind in such a way as to apprehend it. Committing to memory the facts of history is not learning history; the truth is, it is not learning at all. The delusion is quite common among teachers that what a child learns to repeat he knows, whereas he doesn't know it at all. Mr. Sully very appropriately asks, What does a child's mind perform when it learns something? In answering this question he puts the consciousness of need as the first requisite. He feels that there is more to know, and reaches out for this knowledge. He hears of Africa and wants to know something about it; then he desires to know more, and afterward determines to know still more, and through life he never hears enough about the Dark Continent. Such a person is always a learner about Africa. The teacher's work is plain. He has before him a mass of eager, curious minds, all on the alert to learn something. They

are as hungry for mental food as for physical food, and when the right kind is given to them they are inexpressibly happy. No one knows the keenness of delight good teaching brings to the child. What joy it experiences when its fancy can picture new lands, and explore the depths of new subjects. The teacher must strengthen and intensify the promptings of curiosity and control its direction.

The work of the teacher is by no means ended when curiosity is excited and directed. The child must be inspired with a determination to attain his object. He must not only *ken* but feel *I can*. Any system of teaching that does not create a determination to accomplish what is known is radically defective. Where there is a will there will usually be found a way. Teachers should create the will.

If the school does not touch the home strongly and squarely, then it is a failure. If the boys and girls do not emerge from the school not only more capable to carry on the operations of home life, but with a spirit more in consonance with the ruling thoughts and ideas that govern the home, then that school is a failure. Suppose the daughter brings home an ability to parse in Milton's "Paradise Lost," and a spirit of rebellion against the work of setting out the table in a neat and attractive manner; has there been a gain? Suppose the son returns able to solve quadratic equations, and yet is unwilling to recognize the authority of his father; has he been educated? The home is as much an institution of this world as the law of gravitation, and must be recognized. The home, the kindergarten, the school, all have one object in common. The kindergarten and the school are to aid the parents in discharging the responsibility put on them when a child is born in the family. The test of the excellence of the school will be found in the spirit with which he returns to that temple founded by Almighty God. But the responsibility for the possession of this spirit does not rest wholly on the teacher.

THERE is an increased interest in compulsory education, and it is well that it is so. The children of the swarms of Russians, Jews, Poles, Hungarians, Greeks, and Italians, added to the German and Irish that are crowding into this "land of the free and home of the brave," must be trained into American citizenship. The Roman Empire was overthrown by the swarms of foreigners that poured in upon her in 476. As many have poured in upon America as descended upon Italy under Odoacer in that fatal year; more are getting ready to come. The news is spreading in Europe that this is the land where every man gets one hundred and sixty acres of land free, where even the ash barrels on the streets contain a good living, where the poorest is as good as the best. These immigrants come with no idea of rendering any service to America; that thought is too great for them. But their children must be impressed with it. If this republic fails to educate the children of these foreigners, she will go under. Teachers, plead compulsory education at all your meetings.

AT the graduating exercises of last summer it was noticeable that less "pet names" appeared on the program than had been the case heretofore. There is a tendency to go back to the sound common sense custom of putting on the program the real name of the young lady who is to read an essay. If her real name is Susan put Susan down, and not the nickname "Susie." A young man among his college classmates was called "Wallie," but on the program where he was put down to deliver the valedictory, his name stood as Walter;

no nickname nonsense gets on the young men's programs. If the fathers and mothers choose in the privacy of their homes to know Matilda as Tille, and a few of her chosen friends are permitted to call her thus, that gives the general public no right to be familiar with her name. Besides, there is something fine and good about Matilda—there is historic grandeur about it. How would it sound in history to read, "Queen Libbie of England was a very good woman, only she would have Queen Mamie's head cut off!" The custom of nicknaming the girls has lasted long enough.

THE question of denominational schools has vexed more than one part of Christendom many years, and is certain to vex churches and people still more. A high ecclesiastic in Rome has recently said that "the educational question is one of the most important and delicate questions in this country," and confesses that arbitrary solutions are not possible. Catholics will have parochial schools wherever it is possible, but they have come to the very sensible conclusion that they must be as good as state schools, for to make them inferior would end in the children deserting them in favor of the state schools. But why have parochial schools at all? Why cannot special church doctrine be taught outside of school hours, on Sunday or Saturday? It cannot be shown that there is any sectarianism in grammar and arithmetic, or in the way of teaching them. Let all unite in promoting the uplifting of our people. All the force possible is needed, far more than we now have, in order to conquer the forces of ignorance pouring into our shores. There is one fact we have come to realize, and that is that a republic like ours cannot live without general intelligence. History proves that a man may be religious and not very intelligent. We want intelligence and religion, and if we live it will be because we have them.

THE New York legislature is trying to pass a law for the appointment of a state board of veterinarians to examine and license practitioners of veterinary medicine and surgery. It proposes that after July 1, 1891, every person now practicing veterinary medicine and surgery in this state who does not hold a certificate of graduation from some incorporated veterinary college or university, or the agricultural department of Cornell university, or who has not practiced veterinary medicine and surgery continuously for ten years, can have no other title than "farrier," until he shall obtain a certificate of graduation from the state board of examiners.

Those who have graduated may of course have the title of "Veterinary Surgeon" or "Veterinary Physician." This shows that the age is determined to segregate the professional from the unprofessional. "Straws show which way the wind blows."

AN interesting sign of the times is that teachers' institutes are beginning to deal with the kindergarten. An illustration of this is seen in the schedule issued by the institute conductors and county superintendents of North Dakota. This provides for two courses of kindergarten lessons—one on the Gifts and Occupations of Froebel, the other on the application of kindergarten methods and principles to teaching in the lower primary grades; the latter opening with a discussion on the methods of dealing with the needs of child nature.

The program indicates that Dakota teachers recognize the practical value of the kindergarten in teaching form, color, number, manual dexterity, etc., and also its psychological soundness in meeting the demands of the child's nature.

**NOT A GOOD SIGN.**

It is not a very good sign, when there is so much genuine activity among women, to find so many teachers of primary classes who care nothing about educational principles. A city superintendent writes: "The discouraging feature is, at this time, the unwillingness of the primary teachers to listen to any exposition of principles. If some one is to tell them about methods of teaching reading, or of keeping children busy or still, or of getting them to come regularly and in season, they will turn out; but if there is to be a discourse on general culture, or on the history or growth of educational ideas and discoveries, they are not there." In further discussion he points out that the graduates of normal schools as a rule are exceptions to his general statement, and emphatically says, "Oswego always vindicates herself; her graduates are loyal, no matter how long they have been away. They are educational teachers, if I may use the term."

This probably explains the cause of the want of interest that is felt by the primary teachers. The primary teacher years ago considered that she had a hard lot, and people in general looked on the work of the primary teacher as mechanical, and hence cheap. They paid less to such teachers, and in many cases do yet. The result was that the primary teacher did not respect herself nor her work. Many of that class of primary teachers are in the school-room to-day. They simply want to know how to get through with to-day's work without making a failure; they doubt if they can. These are the ones that care little for *any principles*.

But there is another class of primary teachers coming into the school-room; the influence of the normal school is beginning to be felt. These are readers of educational papers. They buy educational books; they are intellectually the first of any so called "grammar school" teachers.

In the "good time" that is to come, it will, it is predicted, be more of an honor to be a primary teacher than a "grammar school" teacher. The primary teacher stands at the post of difficulty; she belongs to the advanced guard. She needs large culture; she needs to be able to take hold where the home left off; she needs to be able to understand childhood through and through. In that "good time coming" the primary teacher will have a deep interest in education, and be ready to study it as well as the methods to be used.

**ARE THERE TOO FEW MEN TEACHERS?**

Within the past five years the question has arisen, "Are there not too few men in the school-room?" And somehow, not connected with the question nor as an answer to it, more men have come into the school-room. The cause of the movement seems to be that more openings have been made for women in other employments. The question above stated is one that is sure to be debated, and hence the views of Supt. McAlister in his last annual report of the Philadelphia schools will be read with interest:

"To many persons it will doubtless be a surprise to learn how few men are engaged in teaching in the public schools of Philadelphia. The teachers now in the service number, all told, ninety-three men and two thousand five hundred and fourteen women. Of the men, thirty-five are engaged in the high school, the manual training school, and the normal school. Fourteen are supervising principals. This leaves but forty-four men as teachers for all schools other than those mentioned. In several school sections there is not a man engaged in teaching in any of the schools. This state of affairs did not always exist here, and it is peculiar to this city. In my judgment, it should not continue longer than is absolutely unavoidable. Women will always largely preponderate in numbers in our teaching force, and rightly so. In the primary, and mainly in the secondary grade, as well as in grammar schools for girls, women's work is appropriate and indispensable. We cannot, however, close our eyes to the fact that the teaching force in our grammar schools for boys should be greatly strengthened, inasmuch as calls for better results are becoming urgent. The women themselves who teach in these schools, complain that it is a more difficult and

burdensome task to teach the larger boys than to teach girls of the same grade of attainment; and they urge that fact as a plea for increased pay for assistant teachers in boys' grammar schools. No single instance has yet come to my knowledge wherein a teacher in a girls' school of any grade has expressed a desire to be transferred to a boys' school of the same grade; but the contrary is of frequent occurrence. It is the character and work of the teacher that impart real power and value to any school; and I take the position that to deprive a girl of the benefit of such influences as are derived only from contact with a refined and cultivated woman during her school life, and to confine her education entirely to men, would be to commit a serious blunder. In like manner, I hold that to deprive a boy, during the educational period, of the advantages which he would receive, in the development of mind and character, from daily association with a sturdy, manly man, is no less a grave mistake."

A GENTLEMAN, high in position, the other day was heard saying to a small circle, in a somewhat impassioned manner, "Merit, merit, superior merit, should be the sole qualification for appointment in a school system!" His manner was earnest, and his tones sincere. A listener asked the orator, "Will you tell me how you expect to get it?" "Get it? get it? why, get it as you get anything else. Buy it! How do you expect to get anything unless you pay for it? If I want a good horse I put up good money and a good deal of it, and get one, every time. Money makes the mare go, and money will make the schools go. Nothing else will. I can buy anything for money." The orator looked around upon his audience with an air of triumph that seemed to say, "Didn't I tell the truth?" The quiet questioner ventured to ask another question. "Where is justice for sale? You say your money will buy anything, can your cash purchase justice?" The orator seemed confused, but answered, "I wasn't talking about justice, but *merit*; that means good teaching, merit." "But," continued the questioner, "you didn't buy your wife, neither do you buy the esteem of your friends, nor the good will of the people, and it is very plain you cannot purchase faith, hope, charity, uprightness, earnestness, or love. Some things you cannot buy, and among these things *is a good teacher*." The words were uttered with an emphasis that completely stopped the orator's eloquence; the meeting closed, and the little crowd dispersed.

THE death of Mr. Pratt is an educational calamity. Few men in the generations are moved to do what he did, in a life-time. He was instrumental in enlarging the Adelphi academy, the sole agent in founding and endowing Pratt institute, and showed his practical sympathy for families of limited means in providing for them homes, beautiful, convenient, and attractive, at a reasonable rent. These monuments stand as magnificent ante-mortem testimonies to the sterling worth of this matchless man. The Pratt institute has already attracted world-wide attention, and has already accomplished, under his personal supervision, the greatest work in industrial and art education. The Adelphi academy is one of the best institutions of its kind in the country, and has become what it is through the untiring zeal and liberal aid of its principal benefactor. It is not usual for a man engrossed in conducting an immense business, to find time to manage the details of educational enterprises, especially when they are conducted upon new plans, but Mr. Pratt was one of those rare men who could wisely forecast the future, not only in business matters, but in educational affairs as well.

Teachers will find much to talk about in reviewing the life of such a man. A poor boy, little educated, earnest, diligent, wise, thoroughly honest, economical, and yet lavish when occasion required it; genial, and yet a strict business manager and a good Christian—altogether the lives of few men afford a better opportunity for practical talks that will take hold of the inner souls of boys than Mr. Pratt's. The teacher who does not improve this life and death will miss the opportunity of his teaching life.

NEXT fall a gentleman fifty-three years of age will enter the class of '94 of Princeton college. During the Civil war he was a sophomore in that institution, but left it to fight for his country. He now intends to return and finish his college course. Three years ago a gentleman of sixty-seven entered as a student in the University School of Pedagogy and next month will graduate as a doctor of pedagogy. It is never too late to study.

ALL classes are organizing for protection and work. The Boston Boot and Shoe Club is to establish a trade school to educate lads in the various branches of shoemaking. The want of an apprentice system, the inefficiency of many men, especially immigrants, now employed, and the consequent waste of material and production of inferior work might be largely avoided by the employment of trained workmen. Teachers should organize for their own protection and benefit. One untrained teacher will destroy the good standing of a hundred of his associates. Real teachers elevate, bogus teachers depress the vocation.

THERE is a man in Philadelphia who is advertising a patent "Concentrator and Mind and Thought Focuser." He claims that his invention will do away with "thin" teaching and open wide education's door, never more to be shut. All of this wonderful stuff he offers for one dollar. He is promising to put upon the market "Capacity," and intends to sell it by the pound.

ALL England is concerned about the education bill. Many Tories oppose it, but the Radicals threaten to sweep away all clerical control from the educational field. The Tories say that if the government should give the church the control of the schools, the next Radical flood would sweep away forever the religious constitution of the school government under the plea of local control. The Unionists contend that it is impossible to undermine the existing denominational schools, and that it would cost £50,000,000 to replace them with others, even if the people approved of displacing them. The Catholics, in view of the fact that the bill secures the clerical control of the schools, adhere to it enthusiastically. The Non-conformists express their opinion that no scheme can be satisfactory unless it provides for free unsectarian education, controlled by the ratepayers.

THE legislature of this state appropriated \$10,000 for the promotion of the plan of University Extension, recommended by Sec. Melvil Dewey, of the Board of Regents. The governor has signed the bill. Some opposition has been shown to this measure on the ground that the state should not concern itself with educational matters not connected with public instruction, but the governor thinks it is perfectly proper to help whatever will advance the general intelligence of the people. The governor is right, and now it becomes the Board of Regents to use wisdom in adapting its extension work to the needs of the people. Its plans will be watched with much interest.

IF Kansas goes into the business of making text-books she will make a mistake. Her legislature recently provided for a text-book commission authorized to compile a series of text-books or contract for books already in use. These books are to be furnished to the pupils of the schools either gratuitously or at actual cost, as the people decide, at the regular election. The state appropriates \$100,000 with which to begin business. Within five years the state of Kansas will be unable to shake off the incubus she will fasten upon herself if she adopts this plan.

FIRST in the history of education the degrees of Doctor of Pedagogy and Master of Pedagogy will be conferred by the University of the city of New York, on June 11, in the Metropolitan Opera House, upon twenty-four teachers who have been students in the University School of Pedagogy for the past three years. Among these graduates are several of the oldest and most successful principals in New York, Brooklyn, and vicinity. These gentlemen and ladies have set an example that thousands in the teaching ranks would be benefited by following. The profession of teaching is beginning to appear.

IN all public educational meetings there should be an opportunity of talking back. Too much preaching and too little intelligent discussion destroy criticism. When President Eliot criticised the Massachusetts school system they talked back afterward. It would have been better to have answered him then and there.

## CHARLES PRATT.

The founder of Pratt institute died last Monday evening in his office, from a sudden attack of heart disease. One of his last acts, the signing of a check for \$5,000 for the Brooklyn Bureau of Charities, was characteristic of the man. Mr. Pratt was of humble origin, getting what elementary education he first received from the lower schools of Watertown, Mass. His first dollar was earned at the bench of a cabinet-maker. After accumulating a little money he went to Boston, but soon found out that he didn't know enough for a big city, and so went to Wilbraham academy for a year, where he lived on a dollar a week. Then he returned to Boston, where he entered upon a successful paint and oil business. In 1857 he came to this city, where he has accumulated a fortune of twenty millions. He would have been sixty-one years old in October next. Mr. Pratt is better known as a generous promoter of technical and industrial education than as a successful business man. He built the institution which bears his name, and has gradually enlarged and elaborated its scope and plans, until he spent more than a million dollars in its development, and his intimate associates know that he had plans in mind which called for the expenditure of an immense sum in addition. Whether his untimely death will cut off this great benefaction it is impossible to say. A part of the plan called for the erection of new buildings within a year or two that would have cost more than a million.

The Pratt institute is too well known to need a description here. It is, in fact, a people's university, providing an academic education, in addition to thorough training in the ordinary trades and occupations. The number of pupils in this school is about 2,000, who are taught everything from the common branches, to the baking of bread, to the designing of a cathedral.

Mr. Pratt was also one of the founders of the Adelphi academy in Brooklyn, and served continuously as president of the board of trustees of the institution. His successive gifts to the institution amount to \$200,000 or \$300,000. Mr. Pratt was always a most liberal contributor to the various benevolent and charitable institutions in Brooklyn, and it is estimated that his total gifts to educational and benevolent enterprises amount to more than \$2,000,000.

The death of such a man is a loss to the world, but his life will remain an unspeakable blessing. While tens of thousands of wealthy men spend their money in unprofitable ways, Mr. Pratt had wisdom enough to invest a part of his means in character-producing works. His life was typical of the best class of American self-made men, reminding one in some respects of Greeley and Lincoln. Teachers can make good use of Mr. Pratt as an object lesson, by which many lessons of honesty, perseverance, strict religious conduct, and benevolence can be taught. Life lessons are always far more effectual than theoretical ones.

## YOUR SCHOOL-ROOM.

By R. L. WEIGHTMORE.

The average teacher is satisfied if the school-room is quiet and if the pupils have their lessons. Another class of teachers go a step further and attempt to make the pupil an active agent himself, in the work. A third class of teachers look deeper, and aim to have the pupil feel his responsibility to the imperatives within him, that he advance and learn all he can about himself and the world in which he lives.

Now, as the teacher conceives his work (for the classes of teachers above pointed out have different conceptions of the art of teaching), so will he act, and his school-room will be a reflection of his thought. Let the teacher then feel, as he looks over his school-room, "Here am I portrayed; here is a reflection of myself; these scholars depict themselves according to my notions of a school."

Napoleon had a high platform erected at Waterloo, and from it saw his troops deployed on the fatal field. Historians tell us that Napoleon lost that battle not from good generalship on the part of the English, but from his own exceedingly bad management. Now the teacher stands on his platform and surveys his school much in the same way. How often he sees defeat, how few times victory!

It is not so difficult to get a school-room into fair order, to have classes come and go properly, to learn and recite certain lessons, but how many labor to this end and vainly, too! Is order the first law of the school-room? I mean should the teacher aim at this or at

something deeper? There are those who maintain good order and yet are the poorest of teachers, because they do not go beyond that. General McClellan was, as an order-keeper, probably the best on the Union side in the late war; but if he had continued to stand at the head of the army there would have been no Appomattox. He could get soldiers into excellent order, but he could not fight with them. So there are teachers who can keep good order but they cannot educate; they cannot make their pupils into over-mastering students.

So that the teacher must aim at order secondarily; it is a means to an end. He must aim to reach the motives of the pupils (to continue the figure just started), to hurl them against the lessons, and to show them how to conquer even at the expense of some suffering. In accomplishing this end there must be order as there is order in an army that is marching on a foe; disorder in the army means defeat, but the order is that there may be success when fighting is undertaken. So there must be order in the school-room, so that the attack on the lessons may result in a victory.

The teacher who surveys his school-room from his platform will ask himself some searching questions. *Why are these children here?* Is it that they may know that Cape Cod projects eastward from Massachusetts into the Atlantic ocean? Evently that is not the object. Let the teacher ask himself this question: "What was the result of Jesus' visit to this world?" Certainly he did not leave an addition to the world's store of knowledge; he did not attempt it. But he left an influence at work that, like the circles produced by dropping a pebble in a still lake, widen out every year of the century. And this influence has caused the greatest activity in men to gather knowledge of all kinds.

And so it seems to me that the teacher who asks, *Why are these children here?* must reply, they are here to receive an influence from me that shall cause them to be active, earnest, studious, orderly, self-reliant, respectful, observant of the rights of others, full of inquiry, cognizant of authority, merciful, just, and imbued with the spirit of love. And with your eyes on them as they sit at their desks and are working at their geographies or grammars, now and then looking up to see what you are doing, can you say the objects for which these children have assembled here, from their homes, have been gained to-day, were gained yesterday by my instrumentality and will be more perfectly gained to-morrow?

What does that school-room signify to you? (Somewhat I cannot drop the figure I have started with.) Is it a Gettysburg? Are you able, when they have all departed for the night and you sit alone on your platform, to look at each desk in turn, and feel that you have aroused an influence in the minds and hearts of each, that will let not them go lower morally or intellectually? There are other questions that your school-room (even when empty) will cause you to ask, but this is the most important of all. Let us then, as we sit on our platforms, interrogate ourselves as to the real condition of things in our school-rooms.

## THE ENGLISH LANGUAGE IN EDUCATION.—II.

By Supt. JOHN KENNEDY, Author of "What Words Say," and a "Stem Dictionary of the English Language."

All pupils can be, and should be, thoroughly grounded in the present use of the elements of the English language; and at the proper time they should be encouraged to connect those elements with their original sources. While it is desirable that all should be able to do this, yet in the nature of the case but a very small percentage can ever be expected to do so. To the masses of the English-speaking world a stem must remain English, and English alone.

The highest education will give the highest power; but much of secondary education has a disciplinary rather than a practical aim. There are three aspects of language study occurring properly in three successive stages, and having sharply defined limits, viz.: first, *analysis*, which ends with stem values, following a language to its foundation-stones, and stopping there; second, *etymology*, which considers the antecedent history of stems; and third, *philology*, which considers the collateral relationship of stems. The first subject should never be omitted at all, and should be taught systematically in the six years prior to the high school; the second subject should never be omitted from the high school; and the third subject should be a feature of every college course. These limits, at least so far as the first two are concerned, should be rigidly observed. Not a word of

Latin or Greek should be heard below the high school; but after that limit is passed, it is desirable that every stem be connected with its Greek or Latin word. The recognition of stem values in English will reduce to a minimum the labor of mastering its antecedent languages. A larger number of students will be induced on that account to take up the study of those languages; and their work in that line of study will be more productive and satisfactory.

In making stem values the basis of word-study there is need of a means of general stem reference. The principal stems of the language should be presented in alphabetical sequence, together with the value of each. Where a stem is used in a secondary or derived sense, the primary value should be given first, and after that the line of transition into secondary or derived uses. The transition is seldom forced; it is generally a natural one, dictated by the law of the association of ideas. It is therefore easily apprehended; and when apprehended it conveys to the mind the pleasurable impression which a well-sustained metaphor never fails to give. The structure of a composite word either states its meaning, or, what is even better, it suggests it. From analysis, therefore, we get either a direct and conclusive statement, or a sufficiently helpful and often charming hint. Where a hint serves the purpose it is the better form of instruction; it stimulates activity, instead of calling for passive receptivity. "A word to the wise is sufficient."

In connection with each stem a list of its principal applications should be given, together with such suggestions as might be helpful in connecting the stem value with the present use of the word.

The stem is all that will be used by either teacher or pupil below the high school; and it is all that either will be responsible for. But in the high schools the antecedent history of a stem should be given after recognizing its value and making its applications.

The literal and also the derived sense of a word should be well illustrated by quotations from standard authors. Several reasons dictate this procedure. Theory and practice are ever associated in the best instruction, the practice exemplifying, vivifying, and intensifying the theory. A dictionary without *diction* is a misnomer. There are things so nice and delicate that language cannot state them; to be known they must be encountered, experienced. Among these are the nice shades of distinction, and the fictitious terms in the uses of words by the masters of a language. The study of any language should be pursued only with the diction of its masters before the eye.

But were there no other reasons than those of a moral and spiritual nature they alone would justify the liberal introduction of passages from literature. The motive actuating much of the elementary education of the day is so practical as to have grossly materialistic, if not actually sordid, tendencies. How to get rich receives more attention than how to see a sunset, or how to despise a lie or a mean action. There is a demand for dime novels because of the intensely practical nature of our universal education. The moral, the esthetic, the spiritual needs and conditions seem to have been only too completely overlooked. There is but one extinguisher for the destructive novel, and that is culture. Who can endure the screamer or the bawler after listening to the prima-donna and the divine tenor? Who can endure a daub after beholding a Raphael, a Rubens, or a Titian? Who can endure a villain or a rante after listening to and associating with a man? Vile reading and vile companionship cannot be argued away; but they both can be made loathsome by the creation of a taste for better things. A little range of quotations from best sources may contain a gallery of pictures of immortal beauty, which a thousand Raphaels could not transfer to canvas; it may contain mental music compared with which all audible music "is but as sounding brass and tinkling cymbal." It may contain a sublimity of philosophy beyond what schools have ever taught; it may contain a piety of a most saintly cast; it may bring into sensible contact the various types of the best possibilities of humanity. It gives the contact of culture, the most powerful educational force.

We cannot educate men and women by categorical statements; that great work must be accomplished mainly by wholesome and stimulating influences. Literature voices a wider range of the good, the true, the beautiful, than any other art; and of all arts it is the most conveniently available. It would be well if not only the dictionary, but the arithmetic, the geography, the grammar, indeed every branch of study, could be saturated with song.

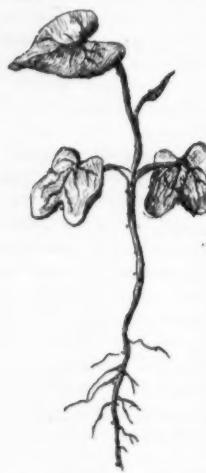
## THE SCHOOL ROOM.

MAY 9.—EARTH AND NUMBERS.  
MAY 16.—SELF AND PEOPLE.  
MAY 23.—DOING AND ETHICS.  
MAY 30.—MISCELLANEOUS.

## BEAN LEAVES AND OTHER LEAVES.

By M. A. CARROLL.

The teacher who planted some white beans and pulled one up as soon as it had sprouted, to show her pupils the baby bean-plant, let the other plants grow until they were about two inches high, and then pulled up another one for the children to look at. She asked them what parts of the plant they saw, and of what use they thought roots, leaves, and stems were.



The children thought the roots held the plant upright and sucked up water from the earth. The stem was for the bean-pod to grow on by and by, but what leaves were for, except to look pretty, they did not know.

The teacher said: "I will tell you something to think about and then perhaps you can tell me what leaves are for. If I should take this little bean-plant, or any plant, and shut it up in some tight box away from the air, in a little while it would die, even though it had plenty of earth to grow in. This shows that it needs what to keep it alive?"

"Then, too, if I keep a growing plant in a dark cellar, it will not die and it will keep on growing slowly, but instead of being green as it is now, it will turn a pale sickly yellow; this looks as if it needed something besides air to make it strong and healthy. What do you think it is?"

"Now, if I take a plant growing in the air and light, and strip off all its leaves, and if I keep on doing so pulling the new leaves off as fast as they show themselves, in a little while the plant will die. Remember that it has plenty of earth and light and air. Remember also that the baby bean-plant we pulled up to look at, was living on the food stored in the cup-leaves and that we said it would soon get its food in another way. Now what do you think about leaves?"

"The plant breathes not as we breathe, but it is taking in air, through its leaves, and gets part of its food through them. The rest is drawn up by the roots. The leaves will only get food for the plant when it is in the daylight. Its food is the bad air, or carbonic acid gas, that we and all animals breathe out. So, as long as plants are in the light they are using up bad air and giving out good. When it is dark the leaves stop getting food, but the plant keeps on breathing all the time and in doing this it is using up good air. Is it well to have plants in our rooms at night? Do you wonder plants cannot get along without leaves?"



"Clarence has brought me some clovers and dandelions this morning. Now that we have found out how useful leaves are, let us look at some that we have here and see whether they are alike or are like other leaves that we

know of. Look at the leaves of the bean-plant and of the clover. Feel of them. Is there anything alike about them? Anything alike about the edges?"

"Now let us look for some things that are different about them. The bean-plant grows each bean alone, but the clover-plant grows how? Would you call one of these a clover-leaf or part of a clover-leaf? Since one of them is a part of the leaf and is *smaller* than the whole leaf what can we call it? Instead of little leaf, we will call it *leaflet*, which means the same thing. Can you think of other leaves that are made up of leaflets?"

"Now look at one of the dandelion leaves. Is it anything like either of the others? What can you tell about it?"



"This morning we have looked at leaves that grow one by one and leaves that grow what other way? Leaves that have smooth edges and leaves that have what kind of edges?"

This teacher and her pupils mean to find out a good deal about leaves in the next month. They will find simple (one by one) leaves and compound (three or more together) leaves; leaves that grow up from the root of the plant and leaves that grow on little stems. They will study the shape of leaves, not calling them by hard names, but only describing them as broad or narrow, rounded or pointed.

They will feel of the leaves and note whether they are hairy, smooth, or rough.

They will find leaves with different edges or margins, smooth, scalloped, pointed, and lobed. The last will be easy to remember by the lobes of the children's ears.

They will trace the veins of leaves and notice that some have a great many veins running all over them like a network, and that in others they are like parallel lines. Perhaps toward the last of the month they will begin to notice that in some of the net-veined leaves, the veins branch off like a feather and in others they spread out something like fingers or the lines in the palm of the hand.

They will find all the leaves they can of each kind, will press and keep specimens and will make little books of which the first pages may be something similar to this:

## CLOVER LEAF.

(Specimen.)

Kind	Compound.
Parts	Little stem, three leaflets.
Shape	Leaflets rounded.
Margin	Smooth.
Surface	Hairy.
Veins	Net-veined.

Give the proper term as soon as it can be introduced naturally, or connected with something that the children already know, as margin instead of edge—the margin of a page.

WRITE a column of figures, and have the class add aloud, half the room giving the unit, and the other half the ten, as 8+5, answered "3," "1." Vary this by asking the successive steps alternately, of the different sides of the room: thus, write on the blackboard, 8, 9, 8, 5, 2, 6, etc. Left? "17." Right? "20," etc.

## GEOGRAPHY.—II.

By ELNORA CUDDEBACK, Prin. Training Department,  
Alma College, Mich.

I have found that terms used in drawing are helpful in obtaining the names of the semi-cardinal points.

In drawing, the child is taught to speak of the right and the left side, the upper and the lower sides of his slate. To get the names of the corners he combines the names of the sides which unite to form the corners. Thus the meeting of the upper side and the right side gives the upper-right corner, the meeting of the lower side and the left side gives the lower-left corner.

Where the children have used the above terms in drawing, it is easy to develop the idea that the point between north and east is called north-east, between south and west, south-west. When the ideas of these terms have been developed the child should be drilled, first, in telling the direction a given object is from him, or he from a given object; second, in telling in what direction objects are from each other. This drill should not be slighted. Not only must the student have a conception of direction on the horizon, he must be led to comprehend direction on the map and the globe.

The direction on the map is determined by the projection on which the map is drawn. If drawn on the Mercator projection, the upper part is north, the lower part south, the right east, the left west. If drawn on the stereographic projection, due north and south lie along the meridians, due east and west along the parallels. Both meridians and parallels on stereographic maps are curved lines.

All of the maps in an ordinary text-book on political geography are drawn on the stereographic projection, and yet nine teachers in every ten, if not ninety-nine teachers in every hundred using these maps, are teaching that the top is north, the bottom is south, the right east, and the left west.

Such teaching leads to results like the following:

*Institute Instructor.* (Before a class of a hundred or more teachers.) In what direction is Cape Romano near the southern point of Florida, from Cleveland Ohio.

*Teachers.*—South-east. (This was said with assurance and emphasis.)

*Instructor.*—In what direction is Nova Scotia from Baffin Land.

*Teacher.*—South-east.

*Instructor.*—In what direction is Cape Farewell from the north pole?

*Teachers.*—(With two or three exceptions). South-east.

These answers were evidence that these teachers were taught to judge direction by position on the page and were teaching in the same way.

On small maps i.e., maps of small surfaces, this is true, and should be taught and used while the child is drawing maps of the school-house and grounds, of the township or county.

But when he is introduced to maps representing a large portion of the surface of the earth on the stereographic projection he should be taught by the aid of the globe to understand how to determine directions by the meridians and parallels. Children who are sufficiently developed to comprehend the globe as a representation of the earth will have no difficulty in determining directions on a stereographic map.

The next article on this subject will take up the following heads: Distances, The Conception of a Map, and The Sand Table.

## LESSONS ON ANIMAL LIFE.

(Report of a lesson given in the primary department of school No. 16 Brooklyn, Leonard Dunkley, principal, Miss Davis, head of department.)

The teacher said: I was out walking one day when I saw a little dark cloud, not up in the sky but floating along on a level with the tops of the trees. I was careful not to go near it for I knew if I did, something I should not like might happen to me. What do you think was in the cloud? "Bees."

Tell me something about the body of the bee? "The bee's body is the shape of an ellipse."

It is somewhat the shape of an ellipse; tell me something else about it. "It is in three parts." That is one of the things that tell us the bee is a true insect. Tell me another thing by which we know this. "The bee has six legs."

Yes, and all true insects have six legs, and they also breathe through holes in their sides.



Now I am going to draw a picture of the bee's house. Sometimes it is square-cornered like this and sometimes rounded over the top. (Drawing the hives.) When I saw the bees I supposed they were flying toward their house. What do we call a great many bees flying all together? "We call them a swarm."

Yes, and at the head of the swarm there is always one bee that is a leader, just as bodies of people have someone to lead them. What do we call some of these leaders? This brings forth "Captain," "King," and finally "Queen."

Yes this bee is called the queen, and she is the mother to all the rest. The father bees are all very lazy and never do any work. What do we call people who never work? "We call them drones."

So we call these bees drones. And besides them and the queen bee there are the workers who get the honey.

But before they can get the honey they must have some place to put it—if they just put it in the bare hive it would all run out. So they build in the hive tiny little rooms with six sides. What is this shape called? (Drawing a hexagon.) These little rooms are every one hexagon-shaped. Who knows what they are called. "They are called cells."

Yes and in these cells, the working bees put the clear, yellow honey that they bring from the flowers.

In some of the cells the queen bee puts eggs and the workers bring something for the young bees to eat, when they first come out of the eggs. This is not honey, it is something made of honey and a powder from the flowers. It is somewhat like something white and soft, that we have on our tables and that we eat a great deal of. Do you know what this is? "It is bread."

Yes, so we call what the young bees eat "bee-bread."

Now tell me what the whole thing made of little cells is called. "It is called the comb."

What is it made of? "It is made of wax."

Right. What three things do we find in the comb? "Eggs, bee-bread, and honey."

What is honey like? "It is clear, and yellow, and sweet."

When the young bees come out, they are sometimes workers and sometimes drones—but suppose there should be a queen among them, what would the bees do? "They would either sting her to death or sting the old queen."

Why would they do this? "Because they never have but one queen in a swarm."

(Report of a lesson given in a 1st grade class at primary school No. 29, Miss H. L. Clark, principal. Cocoons and eggs of the silk-worm were shown to the class.)

What is this? "A cocoon."



What made it? "The silk worm." Where wasthe silkworm found first? "In China." On what tree? "The mulberry tree." Then it eats mulberry leaves?

How do we get the worm? "From the eggs that the silk moth lays on leaves of the mulberry tree." How large are the eggs? "The size of mustard seeds."

What does the little worm do when he comes out of the egg? "He eats the mulberry leaves very fast. He is very greedy."

After eating twenty-two days what does the worm do? "He thinks it is time to have a home, so he spins a cocoon."

What part does he spin at first? "The coarse threads by which he hangs from the tree. Then he spins the fine thread and winds it round and round."

How long is this thread? "About 300 yards."

What is done to the cocoons? "Men take them off the trees and put them in hot water. Then the thread is carefully unwound." Why are they put in hot water? "To kill the silk moth because when it comes out it cuts the cocoon and spoils the silk."

What makes the bright colors of silk dresses and ribbons? "The silk is dyed."

#### ESTIMATION IN ARITHMETIC.

One of the most valuable trainings that a child can have in school is that of approximating results by estimation. He may do a great deal of this work and do it correctly. It will effectually bar very much of the tendency on the part of many of the children to get answers to problems that are startlingly inaccurate. Any teacher of experience knows that it is not an uncommon thing to find as many different answers to a given problem as there are pupils in the class, especially if the conditions of the example are somewhat intricate.

A method of following this work is given below.

The following 7 examples are used to work with:

1. A farmer sold at market, 15 sheep, at \$2 $\frac{1}{2}$  each, and 7 yards of cloth at \$1 $\frac{1}{2}$  per yard. How much money did he take home?

2. A dealer bought 125 barrels of flour at \$6 $\frac{1}{2}$ . He sold 97 barrels at \$7 $\frac{1}{2}$ , and the remainder being damaged brought only \$5 $\frac{1}{2}$  per barrel. What did he gain?

3. Two men 97.874 miles apart approached each other till they met. One traveled 7.746 miles more than the other. How many miles did each travel?

4. A school-room is 44 feet long, 28 $\frac{1}{2}$  feet wide, and 13 feet high. What will be the cost of painting the four walls and the ceiling at the rate of \$1.18 per square yard, making no allowance for windows and doors?

5. How many revolutions will be made by a wheel 3 $\frac{1}{2}$  yards in circumference in passing over 198 miles?

6. At 15 cents a yard what will be the cost of fencing a rectangular field 325 yards long and 215 yards wide?

7. A stone mason contracted to dig a cellar 45 feet long, 46 feet wide, and 6 feet deep. At \$0.07-a cubic foot how much money did he receive?

#### EXAMPLE 1.

\$2 $\frac{1}{2}$  is nearly how many dollars? Ans. \$3.

At this price what would be the cost of the sheep? Ans. \$45.

\$1 $\frac{1}{2}$  is nearly how many dollars? Ans. \$2.

At this price what would be the cost of cloth? Ans. \$4.

How many yards could he buy? Ans. Nearly 8 yards.

#### EXAMPLE 2.

Supposing he bought 130 barrels at \$7 per barrel, what would it have cost? Ans. \$910.

97 barrels is nearly what number of barrels? Ans. 100 barrels.

Let him sell this at \$8 per barrel, how much does he receive? Ans. \$800.

By our estimation how many barrels remain unsold Ans. 80 barrels.

At \$5 $\frac{1}{2}$  per barrel what would this bring? Ans. \$165.

What is the total selling price? Ans. \$965.

What is the total cost? Ans. \$910.

What is the total gain, nearly? Ans. \$50.

#### EXAMPLE 3.

97.874 is nearly how many miles? Ans. 98 miles.

7.746 is nearly how many miles? Ans. 8 miles.

This would leave  $\frac{1}{2}$  of what number for the man that traveled the least to walk? Ans.  $\frac{1}{2}$  of 90.

What is this number? Ans. 45.

#### EXAMPLE 4.

Let us decrease the length of the room by 4 feet, increase the width by 1 $\frac{1}{2}$  feet, and increase the height by 2 feet. State the dimensions of the room. Ans. 40 $\times$ 30 $\times$ 15.

What would be the distance around the room? Ans. (40+30) $\times$ 2.

What would be the area of the room, in square feet?

Ans. 15 $\times$ 140 $\times$ 2160.

What would be the area of the ceiling? Ans. 1200 square feet.

What would be the total to be painted? Ans. 3360 square feet.

9 square feet to the yard, how many square yards in this area? Ans. 370 yards.

At \$20 per square yard what would this cost? Ans. Nearly \$72.

#### EXAMPLE 5.

198 miles is nearly what number of miles? Ans. Nearly 200 miles.

If the wheel was 4 yards in circumference, how many times would it turn in going 1 mile? Ans. 440 times.

In going 200 miles, how many times would it turn? Ans. 88,000.

Nearly what number of times did this wheel turn in going 198 miles? Ans. Nearly 88,000.

#### EXAMPLE 6.

Increase the length of the field by 25 yards, and decrease the width by 15 yards, how will the supposed distance around the field and the real distance agree? Ans. The supposed distance will be a little the greater.

What is the supposed distance around the field? Ans. 1100 yards.

What would the cost of fencing be at \$15 a yard? Ans. \$165.

#### EXAMPLE 7.

Increase the length by 5 feet, and decrease the width by 6 feet, and leave the depth alone.

State the supposed dimensions. Ans. 50 $\times$ 40 $\times$ 6.

How many cubic feet will there be? Ans. 12,000 cubic feet.

At \$0.01 a cubic foot what would he receive for removing it? Ans. \$120.

#### ADDING FRACTIONS BY INSPECTION.

(Report of a lesson given in an 8th grade class at grammar school No. 74, Brooklyn, Mr. A. G. Merwin, principal, Miss F. A. Irvine, head of department.)

Add  $\frac{1}{8}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{1}{12}$ ,  $\frac{1}{3}$ ,  $\frac{1}{15}$ ,  $\frac{1}{20}$ , and  $\frac{1}{5}$ .

What would you do first? "Reduce the fractions to their lowest terms."

What do you do in reducing fractions? "Change their form."

I will reduce  $\frac{1}{8}$  to  $\frac{1}{2}$ . What have I done? "You have changed the form of the fraction." How? "You divided both numerator and denominator by five." Is its value the same? How can you show this? "By calling the fractions parts of a dollar and changing them to cents."

Change  $\frac{1}{12}$  and  $\frac{1}{15}$  to cents.

"One twentieth of a dollar is 5 cents and  $\frac{1}{12}$  are 16 times 5 or 80 cents. One fifth of a dollar is 20 cents and  $\frac{1}{15}$  are 4 times 20 or 80 cents."

Reduce all the fractions to their lowest terms.

$\frac{1}{8} = \frac{1}{8}(\frac{1}{2} + \frac{1}{4})$ ,  $\frac{1}{4} = \frac{1}{4}$ ,  $\frac{1}{2} = \frac{1}{2}$ ,  $\frac{1}{12} = \frac{1}{12}$ ,  $\frac{1}{3} = \frac{1}{3}$ ,  $\frac{1}{15} = \frac{1}{15}$ ,  $\frac{1}{20} = \frac{1}{20}$ ,  $\frac{1}{5} = \frac{1}{5}$ .

What will you do next? "Find fractions of the same kind."

Can you find enough fifths to make a whole number?

"Yes,  $\frac{1}{5} + \frac{1}{5} = 1$ ."

Find other whole numbers. " $\frac{1}{3} + \frac{1}{3} = 1$  and  $\frac{1}{2} + \frac{1}{2} = 1$ ."

Then you have how many in whole numbers? "I have 3."

What fractions remain? " $\frac{1}{12}$  and  $\frac{1}{20}$ .

Can you add them in their present form? Why not?

"Because we cannot add unlike things."

Suppose you had to add 30 girls and 20 boys, what would you do? "I would call them all children."

Then you changed the word. How should you change these fractions? "Reduce them to a common denominator."

Reduce  $\frac{1}{12}$  and  $\frac{1}{20}$  to a common denominator, add them and the units.

(Work on blackboard, like fractions having been canceled after being reduced and added:)

$$\frac{1}{12} + \frac{1}{20} = \frac{1}{5}, \quad \frac{1}{4} = \frac{1}{4}, \quad \frac{1}{2} = \frac{1}{2}, \quad \frac{1}{12} + \frac{1}{20} = \frac{1}{5}.$$

$$\frac{1}{12} + \frac{1}{20} = \frac{1}{5}.$$

May 9, 1891.

## A SHORT LESSON ON NEGOTIABLE NOTES.

By JOHN HOWARD.

I always interest my boys by telling them how negotiable paper came to be used, and by portraying the imaginary condition of the business world should a law be passed abolishing its use. When they are thoroughly aroused I write upon the blackboard the form of a note, thus:

\$90.00.

New York, Mar. 4, 1890.

Thirty days after date, I promise to pay to the order of W. A. Boyd, at the Farmers' bank, ninety dollars, with interest, value received. JOHN HOWARD.

This, I ask all to copy on a piece of foolscap paper 8 1/2 inches wide. When they have done so I ask what it is that appears on the face of the note that makes it negotiable. They all answer the words, "to the order."

Then I write on the blackboard:

1. A note to be negotiable must contain the words "or order," or, "or bearer."

"Can any one tell why this is so?" A majority of hands come up, and Charles, at my request, says: "If the words were omitted, the maker of the note would imply that he wished to pay the specified amount to W. G. Boyd only, and having promised no more, nothing could compel him to pay any one else. For this reason such a note would not be negotiable." "That is very good, but there are four other requisites to the negotiability of notes. How many know what they are?" Not a hand comes up. A few seem inclined to guess, but I do not permit guess work in any class exercise. So I write on the board:

2. The date must be certain to come.

"Suppose I should write in a note: Thirty days after I have sold my crops, I promise to pay, etc., would such date be certain to come? Perhaps; but would strangers into whose hands the note might fall, know when such a note would mature? No, and for that reason they would not negotiate for it." Again I write:

3. The amount must be specified.

"It would not do to say, I promise to pay W. A. Boyd one-half of what I realize on my crops. It might do so far as Boyd was concerned, because he might know just what your crops would bring; but strangers knowing nothing of their value would not accept such a note in a business transaction."

4. It must be an unconditional promise.

"I cannot promise to pay provided I sell my crop. Crop or no crop, I must promise that the amount will be paid."

5. It must imply that there has been value received.

"Such a meaning is generally given a note by writing the words, 'value received,' but in cases where they were omitted, the law inferred that value had been received, and held that the note was negotiable, notwithstanding such omission. But it will often save much trouble and inconvenience to write value received on the face of every note and draft."

Pupils will be much benefited by being required to write a short synopsis of the requisites of negotiability, illustrating each by some original method.

## A NUMBER LESSON.

(Report of a number lesson given at primary school No. 52 Brooklyn, Miss E. J. Black, principal. The class consisted of forty girls of the Fourth primary grade.)

The pupils made their own examples, writing them on slates, and reading as they were called upon to do so, the example read by one child being solved by another. The following are some of the questions given: "If 2 quarts of milk costs 12 cents, what will 1 pint cost?" "If 1 yard of ribbon costs 10 cents, what will 2½ yards cost?" "If 1 pound of sugar costs 10 cents, what will be the cost of 4½ pounds?" "If 8 ounces of sugar costs 12 cents, how much will 1 pound cost?" "If 1 pound of sugar costs 8 cents, what will be the cost of 2½ pounds?" "If 1 pound of sugar costs 15 cents, what will be the cost of 3 pounds?" "If 1 pint of cider costs 4 cents, what will 1 quart and 1 pint cost?" "What part of a gallon is 1 pint?" These problems, and similar ones given by the teacher, were very promptly solved, the pupils manifesting pleasure in their work.

In the first year primary department of the school, under the management of Miss E. E. Kenyon, head of department, the teacher of a class of forty-six little boys was developing the meaning of the sign of multiplication. A child was called to take 1 cent 5 times from the teacher's desk, and then asked how many cents he had.

"Five cents," said the little fellow, looking to make sure. Another boy was told to take 1 pencil 8 times from the desk, others to take 1 paper 6 times, 2 pencils 2 times, 2 cents 3 times, etc. Then a step toward the abstract was taken by "making believe" that the basket under the teacher's desk was filled with grapes, and that one of the children was to take 1 bunch from it 7 times. Another took 2 imaginary marbles from his pocket 2 times, another was told of a boy who bought 1 ball each day for 6 days, and said the boy must have 6 balls. The teacher wrote on the blackboard + - =, and said that the children already knew that + meant add, - less, and = are, or sometimes is, and now she would write something that meant times, writing × She then wrote 1×3, 3×2, 1×8, 4×2, etc., which were read correctly and with little assistance.

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

## STORIES FOR REPRODUCTION.

ADVANCED.

## THE LOST LETTER.

Johnnie promised Cousin Anna to bring her letters from the post-office. There was only one there and he put it in the pocket of his overcoat. He did not go directly home, but stopped to play a couple of games of marbles with some other boys. When he opened the gate he put his hand in his pocket to find the letter, but it was not there. He searched every pocket through twice, but it was of no use; Cousin Anna's letter was lost. "I'll tell her that there was no letter," he thought. "She will never know." He went into the house, and over to the window where his cousin was sitting. Johnnie was a truthful boy, and it was not easy to tell a falsehood. He stammered a minute, then he said, "Cousin Anna, I lost your letter. I am very sorry." Anna drew something out of her pocket. It was the same letter. She had been out and had picked it up while Johnnie was playing marbles. "I am glad you had the courage to tell me the truth," she said. And Johnnie was glad too.

## A NEW GAME.

"Toot, toot! All aboard!" Such a long train of cars you never saw. Harry was engineer, Teddy was conductor, and May and her dolls were the passengers. The train was going to grandma's, and it seemed it couldn't go fast enough for May who kept asking the conductor what time it was due. "You must have patience, madam," said Teddy, as he took her ticket. "You'll get there in time. This train is never late." Pretty soon Katie came in with a broom, dustpan, and dusters. "Look at those chairs," she said, pointing to the train of cars. "Untie them, for I'm going to sweep, so that's the end of your trip for to-day." "Then we'll finish it to-morrow," said the engineer, "when your sweeping is done."

## MAMMA'S BREAKFAST.

Mamma was sick one morning; too sick to get up for breakfast. Mamie thought she would get a nice little breakfast and take it to her room. "I must do it all alone, Ellen," she said to the cook. "I learned how in cooking school. I cut the bread very thin, and toast it a delicate brown. Then I butter it, and cut it up in dainty squares, and put it on a napkin on a pretty plate." Ellen had made the tea by the time the toast was done. Mamie poured it out in a pretty china cup, and then carried the tray up to her mother's room. It looked so nice and smelled so tempting that mamma ate it all.

## NELLIE'S FRIGHT.

Nellie was in the country for the first time. She enjoyed herself very much among the strange sights. She played with the chickens, and ran races with the dog, and helped to drive the cows home. One day she was walking along the road when she saw a queer creature coming toward her. She had never seen anything like it before. It seemed very angry, and poor Nellie was much frightened. She ran home to grandma as fast as her legs could carry her, and told her that a dreadful beast was after her. Grandma went to look at the dreadful beast, and came back laughing. "It was only our turkey gobbler, Nellie," she said. "He would not hurt you. You have eaten turkey many times, but you never happened to see a live one before."

## LESSONS IN SHORT-HAND.—VI.

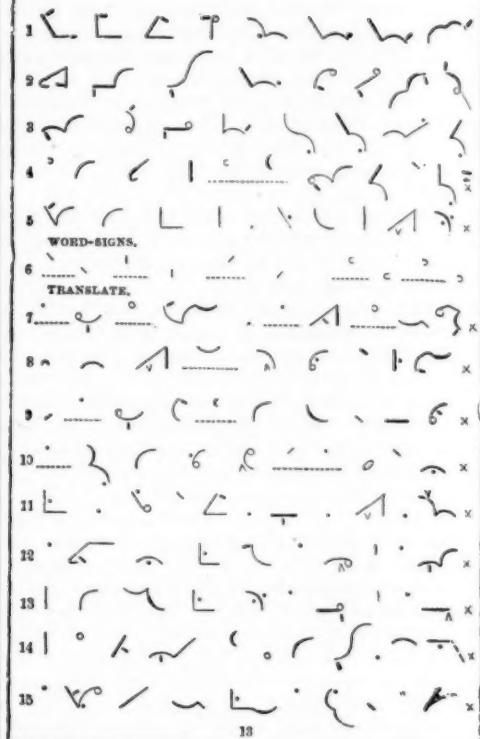
## KEY TO PLATE 6.

- 1 Balk talk chalk sought arm palm boom loom.
- 2 Hoot gall shawl balm laws Ross yawl wasp.
- 3 Maul sauce gauze tomb far bar mar jar.
- 4 What will he do with that small jar of tar?
- 5 Paul will take it and pay for it right away.
- Word-signs. 6—Of to or but on should with were what would. Translate Ls. 7 to 15.

## EXPLANATION.

The signs in L. 6 should be as light and small as possible. On and should are always written upwards. The vowels, altho not commonly employed in reporting, should be thoroughly learned. The student will be

## Plate 6.



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aided in recollecting both the character and order of the long vowels by committing to memory the following rhyme:

In th-e g-ay c-a-r.  
S-ee gr-ay cz-a-r.  
In sm-all g-o-l-d b-o-o-ts,  
T-a-l-l d-oe sh-oo-ts.

*Suggestions.*—Frequently review former lessons. Carry this paper in your pocket and devote spare moments to study. Correspond with two or three other students, using characters as far as you are able. If requested, the author will furnish addresses. It is well to have a class-mate with whom to practice two evenings each week. Keep your diary in short-hand. Study a little every day—do not miss a single one.

*Exercise.*—Saul fall tall laws tar Czar doom Paul ball pause cause also moss walk hawk snow geese goose sly toes small jaw thaw.

*Sentences.* 1. Do you know how to hoe peas? 2. He is going to show them how to peel a potato with a spade. 3. She likes to go to the lake and slide on the ice. 4. We have a loaf of rye and a bowl of ale for tea. 5. We also have a saucer of choice meal, and an eel which we will boil. 6. They have no rice, but oatmeal cake and a pal of spice beer.

## Chronic Cases.

In law, nearly all cases are chronic, and a chronic case often adds to the celebrity of the practitioner. But it is not so in medicine. The aim of the conscientious physician is to effect a speedy and lasting cure. But he often fails. These are the chronic and obstinate cases. But there is a remedy which has cured many chronic cases, and there is abundance of evidence.

DRA. STARKEY & PALEN.—"Your Compound Oxygen Treatment is a great vitalizing agent. I certainly feel that it has prolonged my life." Mrs. E. H. HENDERSON, No. 331 Decatur Street, Brooklyn, New York. Dra. STARKEY & PALEN.—"Mrs. Crity, my daughter, has suffered very greatly from nervous prostration for nine years, and has lately been using the Compound Oxygen recommended by Judge Harris of Athens, and has been very much benefited mostly by being strengthened." S. P. RICHARDSON, Presiding Elder of Athens District, N. G. Conference, Athens, Georgia, July 29, 1888.

Don't fail to send for our brochure. It is sent free, contains much interesting reading, a history of Compound Oxygen and its results, with a vast number of testimonials, which you can verify for yourself. Address the sole manufacturers and dispensers of the genuine Compound Oxygen, Dns. STARKEY & PALEN, 1529 Arch St., Philadelphia, Pa., or 120 Sutter Street, San Francisco, Cal.

## IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.

## NEWS SUMMARY.

APRIL 27.—A treaty of neutrality between San Salvador and Honduras.—Gen. Grant's log cabin to be shipped to the world's fair at Chicago.—The maharajah sets fire to Manipur, which is destroyed.

APRIL 28.—Trans-Atlantic steamers encounter many icebergs.—Queen Natalie will leave Servia.

APRIL 29.—Fishing troubles at Fortune bay, Newfoundland.—Large forest fires near Lakewood, N. J.—Some of the Revolution hold their annual meeting at Hartford, Conn.—Hayti refuses to cede St. Nicholas Mole to the United States.

MAY 1.—Christians pillage the houses of Hebrews in Zante, in the Ionian Island of that name.—Many "eight-hour" strikes occur in different parts of the United States.—In England, France, Spain, and Italy meetings of workingmen are held, but no disturbance takes place.

MAY 8.—The Italo-American league formed in Philadelphia for the purpose of making good citizens of Italians.—Hamburg will celebrate the fourth centenary of the discovery of America.—An attempt to revise Delaware's constitution.

MAY 4.—The *Naufragio*, the Spanish school ship, arrives in New York.—An observer at Lick observatory discovers Wolf's comet.

## IRON SHIPS NO LONGER FEARED.

Very important war news was lately received from Chili. The small torpedo craft, the *Alminante Lynch*, fighting on the side of President Balmaceda succeeded in sinking not only the iron-clad *Blanco Eucalada*, but sent another armored ship, the monitor *Huascar*, to the bottom of the sea on the same day. This is looked upon in naval circles as an event as important as that of the famous *Monitor-Merrimac* fight in Hampton Roads. Ericsson's invention changed the method of warfare with iron ships, and the Chilian fight shows the possibilities of the torpedo in defending coast cities against hostile vessels. Experienced U. S. naval officers say that this battle demonstrates that a fleet of small vessels armed with torpedoes, could cope with the biggest warships of Europe, and that they would not dare come near enough to New York City to bombard it. The torpedo used in this Chilian fight, that has now become famous, is of the Whitehead pattern, about fourteen feet long, and is propelled by an apparatus in its stern. It may be shot from a tube placed in the vessel, above the water or under its surface. In the end of the projectile is a heavy charge of dynamite, the explosion of which makes holes in the heaviest iron armor.

## WORK ON THE NICARAGUA CANAL.

The visible results at Graytown of the work on the waterway that is to connect the Atlantic and the Pacific oceans are considerable. Forty years ago Graytown was at the mouth of the San Juan river. It had a fine harbor and ships of the heaviest draught could come up to its wharves. Commodore Vanderbilt chose it as the Caribbean sea terminus of his steamship line run in opposition to the Pacific Mail, his terminal point on the Pacific being San Juan del Sur, many miles south of Brito, the proposed terminus of the Nicaragua canal. After this the San Juan turned aside from its old course, emptied its waters into the Colorado and left Graytown an inland city. The mouth of the harbor filled up entirely and a sandbar above high-water mark stretched across the once deep outlet to the ocean. In December, 1889, the work of re-opening this entrance to the lagoon was begun. A breakwater to be 42 feet wide and 1,700 feet long was projected. When a portion of this had been built the eddies and northward current had so increased that the bar was cut in two; thus opening a passage to the ocean. On shore a wide clearing has been made, as far as the eye can see, through the dense forest that covers the low land skirting the sea, and a broad excavation, the beginning of the actual work of digging the canal, extends a considerable distance into the clearing. A railroad has been built for nine miles along the proposed route of the canal. When completed it will extend to Ochoa, thirty-seven miles from Graytown. It will be one of the busiest railroads in the world, as trains for the carrying of material for the canal will be run every eight minutes.

AN AFRICAN RAILROAD.—The only railroad in operation in equatorial Africa has been completed from Loanda to Ambaca. It is to be extended several hundred miles further into the interior. Native workmen have been employed four years in building it. The Portuguese government guarantees the interest on the cost. Where are the Portuguese possessions in Africa?

THE CHINESE OBJECT.—The Chinese government has notified the officials at Washington that it is unwilling to have Henry W. Blair as U. S. minister to China. The reason given for the refusal is the strong language used by Mr. Blair against the Chinese in various speeches. Mr. Blair had already started for San Francisco in order to sail from there to China. What are the objections urged against the Chinese?

UNITED STATES FINANCES.—Considerable apprehension has been expressed that the government might run short of cash. The last congress used nearly a billion dollars, or about one hundred and seventy million more than its predecessor. The action of Secretary Foster in discontinuing the redemption of the 4 1/2 per cent. bonds is believed to be the first of a series of measures intended to meet the heavy debts that are expected to fall due before congress reassembles. Who pay the money that the government spends?

THE CANADIAN PARLIAMENT.—Canada's parliament was opened April 30 by the governor-general. The only topic of international interest, apart from reciprocity, was the fisheries. Among the bills to be considered is one to amend the Dominion election act. It is desired to prevent Canadian voters living in the United States from voting in Canada. The present law gives votes to all who are British subjects "by birth or naturalization." How may foreigners become naturalized in the U. S.?

WORK ON THE NEW NAVY.—The keels of the two battle ships, *Massachusetts* and *Indiana*, have been laid on the blocks in the shipyard at Philadelphia. Protected cruiser No. 12, the triple-screw commerce destroyer, is nearly all in frame. The armored cruiser No. 2, the *New York*, will be ready to launch in about a month—cruisers Nos. 9 and 10 at Baltimore may be launched about the same time. Describe briefly a modern warship.

A PARTY ON "OLD IRONSIDES."—A colonial party was given on board the old frigate *Constitution*, which is at the navy yard at Portsmouth, N. H. The "tattered ensign" was torn down long ago, but clean, new Stars and Stripes abounded. One of the many relics shown was the wooden leg of Gunner Dunn of the *Constitution*, one of the heroes who lost a leg in the battle with the *Guerriere*. Tell about the battles of "Old Ironsides."

THE GRANT MONUMENT.—April 27, about 10,000 people gathered about the temporary tomb of Gen. Grant in Riverside park, New York, to do honor to his memory. The occasion was the breaking of ground for his mausoleum, and the day was the sixty-ninth anniversary of his birth. A salute was fired from a man-of-war and a chorus sang national airs. Many G. A. R. posts took part in the exercises. What were Grant's most striking successes?

CHICKAMAUGA PARK.—The war department is making arrangements to secure the land on which the battle of Chickamauga was fought, for a national park. Roads, drives, and walks will be laid out, observation towers built, and tablets of cast-iron, showing the positions of the various commands and places of interest, etc., erected.

HENRY BERGH'S STATUE.—A statue of Mr. Bergh, the founder of the American Society for the Prevention of Cruelty to Animals, was unveiled in Milwaukee. Tell about the work of this society.

PRESIDENTIAL ELECTORS. Michigan has taken the lead in making a change in the election of presidential electors. Heretofore, the party that got the most votes, which did not need to be a majority, was entitled to all the electors of that state. It will be easy to see how, under this plan, a president may be, and often has been, elected by much less than a majority of the people. The Michigan law provides that the electors shall be elected by congressional districts, which will give about half of them to each of the parties. The two electors-at-large will be chosen by the east and west districts of the state. What are the disadvantages of the present system of choosing the president?

FAST TIME ACROSS THE PACIFIC.—The *Empress of India*, the first of the new Canadian Pacific Line steamers, arrived at Victoria, B. C., April 29, exactly 10 days, 4 hours, and 36 minutes, from Yokohama, making the best time on record.

THE NATIONAL FLOWER.—W. Hamilton Gibson, the naturalist, gives some very strong reasons in favor of the golden rod as the national flower. It belongs to a hardy American family which has always been true to its native soil. It belongs to the Composite family, whose blossoms are one composed of many, according well with America's motto, *E pluribus unum*; its immediate family is called Solidago, which is said to be derived from *solidus* and *ago*, to draw together, to join, to make whole. The genus is mostly confined to the United States—a rare botanical phenomenon—and of the nearly one-hundred American species seventy-eight are found in our territory. Its conspicuous beauty alone is a sufficient champion; its recommendations of color, grace, and stately ornamental symmetry being self evident, while it lends itself to all manner of art treatment or conventional decoration. Each of the other candidates have some objection. The mountain-laurel and the wild rhododendron shrink from the haunts of men, the arbutus allows itself to be trodden under foot, the fringed gentian is a fair weather blossom, the dandelion is a naturalized foreigner, and the wild rose and violet grow all over the world, while America is good enough for the golden-rod. Mr. Gibson says: "The question is not, 'What shall be our national flower?' The Solidago is our national flower."

## OF SPECIAL INTEREST TO PUPILS.

MICHIGAN MOUND RELICS.—A prehistoric mound has been found in the township of Home, Montcalm county, Mich., supposed to have been built by the Aztecs while migrating southward. The mound was about six feet in circumference at the top, near the center of which was a huge pine stump that woodsmen say must have been there over 600 years. On top was a layer of gravel about sixteen inches thick, under which were layers of earth, charcoal, and ashes. Then there was a red clay casket containing the skeleton of a man whose bones, with the exception of the skull, crumbled while being taken out.

PREHISTORIC ART.—Tablets of red clay were found on which were writings. There were also spearheads and breastplates showing that the race fought battles and protected themselves; and tools made of tempered copper, now a lost art, pitchers of various forms, tablets with inscriptions in relief, vases, and pipes. Knives of silver and of a mixture of copper and iron were also found. On the casket is the figure of a man sowing grain, and there is a representation of a tree and a castle with a fantastic background. Many earrings, bracelets, armlets, and other pieces of jewelry were also found.

A BIG BIRD'S REMAINS.—The *Elko Independent* has an account of the digging up of a large bird, supposed to be related to the ostrich, near Skelton, on the bank of Little Cottonwood creek, where a levee was being built. The leg from the knee down was unbroken, and was found about eight feet below the surface of the ground. The entire length of the limb from the joint to the end of the middle toe is 6 feet, 9 inches; the length of the toes are respectively 9, 7, and 6 1/4 inches each. It is thoroughly petrified and heavy as a rock. The finder has vainly searched for the remainder of this wonderful creature, but as yet has been unable to find it.

A WELL A MILE DEEP.—Near Wheeling a gas well has already been sunk to the depth of 4,100 feet or within 500 feet of the deepest well yet made. The hole is eight inches across, the largest in diameter of any deep well in the world. Several thick veins of coal have already been passed and oil, gas, gold quartz, iron, and many other things have been found. The state geologist has become interested in it and will sink the well to the depth of a mile, and then two expert officers of the geological survey will take up the enterprise and drill into the earth as far as human skill can penetrate. The idea is to take the temperature and magnetic conditions as far as possible, and by means of an instrument constructed for the purpose a complete record of the progress and all discoveries made will be kept.

SCALING MOUNT ELGIN.—An agent of the Imperial British East Africa Company led an expedition to Uganda, and on the way he traveled half around Mount Elgon and crossed the very top of the ancient volcano from north to south. This mountain is situated on the northeast side of Lake Victoria Nyanza, and is one of the eight or ten largest mountains in equatorial Africa, being over 14,000 feet high. The party were about six days in ascending the mountain from the northern foot to the crater, during which they suffered severely from the cold. The forest belt extends from 6,000 to 9,000 feet up the slope, and is succeeded by a bushy region with heath and coarse grass. The crater has a diameter of about eight miles. Two rivers rise within it, escaping through the clefts in the crater wall. A large part of the bottom of the crater is swampy, and the rest is covered with grass, heath, and mosses. The highest point reached was 14,044 feet.

AFRICAN CAVE DWELLERS.—On the southern slope of Mount Elgon the trees are very tall, the forests dense, and the bamboos extensive. Cave dwellers have been found in this forest at a height of 7,500 feet. The huts in the caves are oblong in shape, and built like those of the Masai. These people say that they used to live in ordinary villages at the foot of the mountain, but were driven out of them by the Wanandi, and have since been afraid to live outside the caves. The cave dwellers have flourishing gardens and plenty of food. Their cattle, which feed on the mountain side, are driven into the caves at night.

**During the Teething Period,**  
Mrs. Winslow's SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. IT SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN; CURES WIND COLIC, and is the best remedy for DIARRHEA. Sold by Druggists in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

**IMPORTANT.**  
When visiting New York City, save Baggage, Express and Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot.  
600 Handsomely Furnished Rooms at \$1 and upwards per day, European plan. Elevators and all Modern Conveniences.  
Restaurants supplied with the best. Horse cars, stages, and elevated railroads to all depots. You can live better for less money at the Grand Union Hotel than any other first-class hotel in the City. Ford, Garrison & Co., Proprietors.

## CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

## "ENGLISH AS SHE IS WROTE."

I have taken at random a few questions and answers from the last term examination of the public schools in this city, thinking that some of the readers of THE JOURNAL might like to see them. I am sure that whole volumes of such answers might be found in the examination papers of the children in any city where such examinations are given.

The questions with the answers of the children are:

1. Why do we eat?  
Ans. If we did not eat our hole cistern would run down.
2. What bad practice causes the bones of the chest to grow improperly?  
Ans. Walking on your hands, and holding your hands on a stick.
3. What are the lungs for?  
Ans. They are good for food. We use them to swallow our food.
4. Who was Cortez?  
Ans. Cortez was a Spaniard who extinguished himself in Mexico.
5. Describe Burgoyne's expedition?  
Ans. Burgoyne attacked the British in New York and forced them to surrender.
6. What causes sunrise and sunset?  
Ans. Evolution and revolution. Change of night into morning.
7. What causes change of seasons?  
Ans. An ocean current.
8. How are the muscles fastened to the bones?  
Ans. They are nailed on.

Several facts seem to be well illustrated in these answers:

1. Scholars will sometimes commit to memory the language of the teacher without comprehending its meaning, even when she least expects it.
2. Children are capable of very little abstraction.
3. We are teaching too many subjects to small children.
4. Expression cannot precede language.
5. We are apt to expect too much of children.

Paterson, N. J.

B. M. BLACK.

Please discuss the subject of oral teaching vs. text-book teaching.  
Princess Anne, Md.

S. S. DENNIS.

Oral teaching is of various kinds, among which are word-expressions, manual training, and general character instruction. It does not, by any means, limit its ways to words uttered by the lips, but includes all those means of influencing a child outside of written or printed pages—blackboard outlines and explanations ruled out. On the other hand, text-book teaching confines itself to the printed page, and expects to secure its results by reading and studying what has been so printed. The teacher who relies upon this way of instructing, assigns a lesson of a certain number of pages or paragraphs, and requires the sentences to be committed to memory. The recitation consists in hearing the words, that have been so committed to memory, recited, and estimating the value of the work by the accuracy of reproduction. The text-book method, pure and simple, is bad; so is the oral method, alone, bad, but a judicious mixture of the two is good. Books are indispensable, and reading must form the principal means by which we gain instruction through all our lives. Oral teaching may be, and often is, worse than text-book grinding, for it requires the pupil to write what is dictated, and thus commit it to memory. If a pupil must learn words, give him by all means the advantage of a text-book, but there is a better way, which all teachers should know how to use.

1. Do you agree with the general opinion that the first figures of a number are the left hand ones? 2. When teachers are out of the reach of institutes during their school term, it is nice for as many as can to meet regularly in a social way at either in a public room or at a private house. It will prove a mutual aid society. I speak from experience.

M. B.

1. We read a number from left to right, that is, speak the left number or figure first; hence the left hand number is spoken of as the first. 2. The suggestion is excellent. The teachers of a town or village should meet and form an association, and have regular meetings. The more professional teachers become, the more advanced they are, the more ready they are to meet. THE TEACHERS' PROFESSION is used by many such associations.

"What is meant by the power of a letter?" It is a question in the examination questions on orthography.

N.

The sound of the letter.

The popularity of Hood's Sarsaparilla increases every year. It is the best blood purifier.

## THE EDUCATIONAL FIELD



*Arthur Gilman*

Arthur Gilman, director of the Cambridge School at Cambridge, Mass. and secretary of the Society for the Collegiate Instruction of Women, better known as "The Harvard Annex," is descended from an old English family, his first American ancestor having come to Boston something more than two hundred and fifty years ago.

Mr. Gilman is a man who came into the educational field rather from force of circumstances, though he has always been interested in the subject. In connection with his wife, he made the plan for the repetition of the Harvard lectures to women, and he has been the executive officer of the annex from its beginning. It was his desire to bring to bear upon the education of women the ability of the most complete college faculty in America, and he has seen the enterprise grow from a score of students and a small corps of professors who met their classes in rented rooms, to a body comprising sixty-six professors and one hundred and seventy-five students, occupying an ample building and possessing properly fitted laboratories and books.

After the annex had been firmly established, Mr. Gilman founded The Cambridge School for Girls, intended to give a flexible and thorough course to young women whether they were to go to college or not. In addition to the day school, Mr. Gilman has now provided a home, known as Margaret Winthrop Hall, in which young women coming to Cambridge from a distance are cared for. Mr. Gilman thinks that women who need to go to college ought to have the privilege of the best opportunities, and that they themselves should be the judges of their own needs. On the other hand no girl in the Cambridge School is influenced to go to college, though those who desire to prepare themselves for such a course are fitted in the best possible manner.

Mr. Gilman is known to teachers as the writer of several text books. Among them are "First Steps in English Literature," and "Gilman's Historical Readers." He is also editor of "The Poetical Works of Geoffrey Chaucer," his being the only complete American edition of that author's poems. It is used as a text-book in both Harvard and Yale. Mr. Gilman began life as a Banker in New York, but was obliged by ill health to give up that career. He received the honorary degree of M. A., from Williams college in 1867. For the past twenty-one years Mr. Gilman has lived in Cambridge. He is fifty-three years of age.

COMMISSIONER William T. Harris has issued the paper he read before the Department of Superintendence at Philadelphia, February 24, on the "National Educational Association." He says:

"I find, on looking over the table of contents of the annual volumes of proceedings, that there have been presented 241 papers on the five parts of the school system; namely: 28 on the kindergartens, 27 on primary work, 75 on high schools and colleges, 56 on normal schools, 45 on manual training and technical schools.

"There 231 papers have all related, incidentally, to matters of

course of study and methods. But besides these there were 21 papers relating especially to the philosophy of methods, 21 to various branches of the theory of education and psychology, 29 to the course of study, 10 to the peculiarities of graded and ungraded schools, 25 to musical instruction, 10 to natural sciences, 40 on drawing, and 24 to the important subject of moral and religious instruction. These make 240 additional papers on special themes of course of study and methods of discipline and management; in the aggregate, nearly 500 papers on these themes.

"Besides these papers there are others on building, heating, and ventilation (8); national aid to education (14); education for Chinese, Indians, and colored people (8); on supervision of schools (10); on the uses and abuses of text-books (9); on examinations of teachers and of pupils (8); on compulsory education (3); foreign educational systems (10); education and crime (2); on the best methods of keeping statistics (4); on the criticisms urged against our schools (8)—in all, nearly a hundred more papers on important questions."

THE Kentucky state normal school at Frankfort, for colored persons, is flourishing. Such schools will do more to bring the colored race to a commanding position in this country, than all other agencies combined.

IT is a fact that the Wayne county, Michigan, teachers got together 800 strong at their recent convention, it may well be said that they are noted for their enthusiasm. The numbers must be stretched a little. Report says that Bucks county (Pa.) teachers are nothing if not progressive, for at their recent institute only four teachers in the entire county were absent. This is no new thing for "old Bucks"; her record is hard to beat.

IT is reported that the county superintendent of schools in Hubbard, Minn., is a practical newspaper man. In general this would be a recommendation, still there are exceptions; but it is said that in this county practical success in running a county paper is an excellent preparation for criticising and dividing teaching work.

THESE items, standing alone, look well; Ohio built 376 new school-houses in 1890 at a cost of \$1,384,556. Ohio employs 19,526 teachers in her public schools and pays them an average of \$59 for males and \$43.25 for females; but they are misleading. Other states show a better record, yet Ohio is doing well. But why doesn't she establish a first class state normal school?

STATISTICS are often either misleading or stupid. Figures teach nothing unless applied. It is said that 12,000,000 children are enrolled in American public schools, and it costs \$122,455,252 per year to give them instruction. This is not a lesson unless the application is made. Twelve millions is an amount too large for the human mind to grasp. It must deal with smaller sums. It is said that 9,065 public schools were taught in Texas during 1890, and that they cost the state \$8,500,000. But how many people are there in Texas, and how much per cent. tax did each property holder pay? The answer to these questions will tell a story that it would be interesting to hear.

WHEN an emergency comes it is generally found that level-headed women are to be relied upon to do the right thing at the right time. For example: The Shaw school-house in St. Louis was recently burned; great loss of life would have resulted but for the courage and judgment of the principal, Mrs. Mary Naurie.

GERMANY would not approve of the action of Philadelphia in employing 2,421 more female teachers than male teachers, yet Philadelphia is right and Germany is wrong. The time will never come in the progress of civilization when men will do all, or any considerable part of teaching.

AMERICAN scholarship is becoming more and more recognized in the old world. As an example, a graduate of the university of Michigan has been appointed to a professorship in Heidelberg university.

PRESIDENT HOMER B. SPRAGUE has resigned from the university of North Dakota, to the universal regret of the friends of education. His wife's health turns him toward California, in hopes of finding a congenial climate.

THE following members of the new faculty of Stanford university have been announced: Andrew D. White, ex-president of Cornell university, non-resident professor of history; Ferando Sanford, of Lake Forest university, associate professor of physics; Horace B. Gale, of Washington university, St. Louis, professor of mechanical engineering; Joseph Swain, of Indiana university, associate professor of mathematics; Douglas H. Campbell of Indiana university, associate professor of botany.

MR. MICHAEL LEMMER advocates the free coinage of silver to still the farmers' cry, "We want more money," that is heard out West. Now it is quite possible that the farmers could use more money advantageously. There are people who remember the "cheap money" time we had when the late war closed; those who suffered from that ask to be delivered from any more of the kind. There are teachers in Kansas who get scant pay, why do they not call for free coinage of silver, that is, "cheap money"?

THE Wasatch (Utah) *Wave* of a recent date contains some lively remarks relating to a meeting of Wasatch County Educational Association at which a debate took place concerning the teaching of grammar in primary schools. The teachers agreed with the words quoted from THE JOURNAL that "grammars are good in their place and at the proper time, but their place is not in the primary or intermediate departments, and the time is certainly not before some maturity is reached." They only wonder that all schools "down East" have not come to that conclusion a long time ago.

"Miss Mary E. Bry i, teacher of astronomy and director of the observatory at Smith college, has been elected a member of the British Astronomical Association." This is another straw that shows that women are giving more and more attention to subjects that demand profound study. And why should they not? Who shall say they may not?

THE Cumberland County Teachers' Association held an interesting and profitable meeting at Bridgeton, N. J., on Saturday, 14th inst. The speakers of the forenoon were Prof. D. H. Farley, of the N. J. State Normal School, and Supervising Principal C. E. Morse, of Atlantic City, the subject being "How To Teach Writing," and "The State Teachers' Reading Circle, its Aims and Benefits." The afternoon speakers were Supervising Principal B. C. Gregory, of Trenton, and Supervising Principal Christopher Gregory, of Long Branch, their subjects being "The Value of Professional Reading," and "Arithmetic."

The Boston Journal says that the editor of one of the largest periodicals in this country, has offered Chauncey M. Depew a yearly salary of \$100,000 for five years if he would write his editorial page for him over his own name. Mr. Ingalls has had two offers to take the editorial helm; one of \$10,000 a year the other of \$25,000. Both offers were declined. We merely mention it so that a teacher out of employment who can "use ink" may know that "there is room on the top." Two vacant places, at all events.

#### NEW YORK CITY.

KINDERGARTEN NO. 1. of the New York Kindergarten Association, at 53rd street and 1st avenue has sixty children under the charge of Miss Mary K. Young, principal. Most of them come from homes where they have sufficient food, and tolerably comfortable surroundings, yet they are none the less in need of the elevating and moral influences of the kindergarten.

PUPILS of the primary department of grammar school No. 41 sign and date every page of their copy-books, thus acquiring a good signature and a business like habit.

MRS. M. L. HAGGERTY, principal of the primary department of grammar school No. 18, makes a point of visiting the public buildings, parks, and other places of interest in the city, telling her pupils what she has seen and encouraging them to remember and repeat what she tells them, and to keep notes or little diaries of their school-days. These morning talks have become a feature of the school and pupils are unwilling to be absent because they will lose "what Mrs. Haggerty tells us from the platform."

#### EDUCATIONAL ASSOCIATIONS.

National Association, Toronto, Ontario, Canada, July 14, 15, and 16. Pres., W. R. Garrett, Nashville, Tenn. Sec., E. H. Cook, New Brunswick, N. J.  
 Florida State Association, Tampa, March 11.  
 American Institute, Bethlehem, N. H., July 6 and 7.  
 Pennsylvania State, Bedford, July 7 to 9.  
 Teachers' Academy, Morehead City, June 18.  
 Southern Teachers' Assoc'n., Chattanooga, Tenn., July 7 and 8.  
 Georgia Association, Brunswick, April 28-May 1. Pres., W. R. Thigpen, Savannah, Sec., Euler B. Smith, LaGrange.  
 New York State Association, Saratoga, July 7-9. Pres., James Milne, Oneonta, N. Y.  
 Alabama State Association, East Lake, July 1-3. Pres. James K. Powers.  
 Southern Illinois Association, Mt. Vernon, Aug. 25.  
 Business Educators' Association of America, Chautauqua, N. Y., July 14-24. Pres., L. A. Gray, Portland, Me. Sec., W. E. McCord, New York.

Northwestern Teachers' Association, Lake Geneva, Wis., July 1, 2, 3, and 4.  
 South Carolina State Teachers' Association. In summer. Place and exact time not decided. Pres., W. H. Witherson, Winston, S. C. Sec., A. Banks, Rock Hill, S. C.  
 North Carolina State Association, Morehead City, June 18-30. Pres., Chas. D. McIver, Charlotte, N. C.  
 See, E. G. Harrell, Raleigh, N. C.

Missouri State, Perle Springs, June 23, 24, 25. Pres., Prof. A. F. Fleet, Mexico, Mo. Sec., Sup't, A. S. Coker, Fredericktown, Mo.  
 Maryland State, Ocean City, July 6, 7, 8. Pres., Prof. Jno. E. McCallum, City Hall, Baltimore, Md. Sec., Albert E. Wilkerson, Baltimore, Md.

West Virginia, Buckhannon, July 7. Pres., R. S. Morgan, Charleston, W. Va.

Georgia State Teachers' Association, Brunswick, April 29-30, May 1. Pres., H. S. Walker, Augusta, Ga. Sec., A. R. Johnson, Augusta, Ga.

Ohio State Association, July, Chautauqua, N. Y. Pres., G. A. Carnahan, Cincinnati, Ohio.

Texas State Association, Aus-in, June 23, 24, 25, 26.

New Jersey State Association, Asbury Park.

Arkansas State Association, Mt. Nebo, June 22, 23, 24, 25, 26. Pres., J. W. Conger, Arkadelphia, Ark. Sec., E. S. Hewen, Morriston.

#### SUMMER SCHOOLS.

National Summer School, Glens Falls, N. Y., July 21, three weeks.

Martha's Vineyard Summer Institute, begins July 13.

Amherst Summer School, July 7-August 10.

Western Summer School of Kindergarten and Primary Methods, La Porte, Ind. Courses begin June 15 and 29.

Alfred Hall Summer School of English, French, and German, Prudence Island, R. I.

National School of Elocution and Oratory, Thousand Island Park, N. Y., July 6-August 14.

Indiana Summer School of Methods, Indiana, Pa. July 3, three weeks.

Summer School of Languages, Asbury Park, N. J., and Chicago.

III. C. E. Holt's Normal Music School, Lexington, Mass., August 4-26.

Mt. Nebo Summer School, Mt. Nebo, Ark. Chautauqua Summer School of Methods, Pacific Grove, Cal., June 24-July 7. Supt., W. S. Monroe, Manager.

Boston School of Oratory. Summer session of five weeks opens July 6. Prin. Moses True Brown, 7 A Beacon St.

Harvard University Summer School. Address Secretary Harvard University, Cambridge, Mass.

Marine Biological Laboratory, Wood's Hole, July 8-Aug. 26. Address H. C. Bumpus, Wood's Hall, Mass.

Callanion Summer School of Methods, Des Moines, Iowa, July 6-11. Address C. W. Martin, Des Moines, Iowa.

Sea Side Summer Normal, Corpus Christi, Tex. Four weeks in July. Address Prof. J. E. Rodgers, Dallas, Tex.

Lake Minnetonka Summer School, Excelsior, Minn., July 7, continuing 4 weeks. H. B. McConnell, director, Excelsior, Minn.

#### FOREIGN NOTES.

**Saxony.**—The Kingdom is divided into 29 school inspection districts. At the end of 1889 there were in Saxony 2,165 public Protestant and 40 Roman Catholic common schools (*volks schulen*), 90 private and chapter schools and 1,934 advanced common schools (*fortbildungsschulen*) or altogether 4,229 elementary schools with a total attendance of 661,464. In addition there were 1 polytechnic at Dresden, 2 *landesschulen*, 15 *gymnasia*, 10 *realgymnasien*, 21 *realschulen*, 19 *seminaries*, 2 girl high schools and 8 private high schools—altogether 78 educational establishments, with a total attendance of 17,294, exclusive of the University and a large number of industrial, commercial, agricultural, musical and art institutes.

The university of Leipzig, founded in 1409, and attended on the average of recent years by 3,000 students, is the third largest in Germany.

**Wurtemberg.**—Education is compulsory in Wurtemberg and there must be one public school or more, in every commune. According to recent official returns, there is not an individual in the kingdom above the age of 10, unable to read and write. There are above 2,000 elementary public schools with (1889) 4,496 teachers, attended by 324,833 pupils; 76 *realschulen* with 8,358 pupils; 68 citizens' schools with 2,334 pupils; 17 classical colleges (*gymnasien*) of which 4 are training colleges for the Protestant clergy, and 7 *lyceums*, having (1889) together 6,652 scholars. The whole educational system is completed by the University of Tübingen (founded in 1477). There are besides, the Technical university (*polytechnicum*) at Stuttgart, and several agricultural and other special institutes. The funds appropriated by the state for educational purposes amounted in 1889-90 to 5,548,725 marks, not including the sums bestowed on public schools by the parishes or out of the revenue of foundations.

**Hawaii.**—Schools are established all over the islands, the sum allotted for public instruction in 18-89 being 391,438 dollars. In 1890 there were 178 schools, with 10,000 pupils; of the pupils 5,559 were Hawaiians and 1,573 half-castes.

#### THE MARTHA'S VINEYARD SUMMER INSTITUTE.

This, the oldest of the summer schools for teachers, has a most attractive location. It is out upon an island in the Atlantic Ocean where sea breezes blow from every quarter. Three years ago it had a membership of about two hundred. Two years ago the number was three hundred and fifty. Last year seven hundred teachers came together, from thirty-seven states, territories, and countries.

The range of studies includes a school of methods, (elementary and high school), under the management of Mr. A. W. Edson, Agent of the Massachusetts Board of Education; a school of elocution and oratory, and various academic departments of the sciences, mathematics, history, civil government, languages and literature. The instructors and lecturers include some of the most prominent educational men and women of America. Among those engaged for this year may be mentioned E. E. White, LL. D., of Cincinnati; Miss Mary F. Hyde, the well-known author of Albany; Baron Nils Posse, of Boston; Miss Sarah Arnold, of Minneapolis; W. A. Mowry, of Boston, president of the institute; A. C. Boyden, of Bridgewater; J. C. Greenough, of Westfield; and others. The Swedish *Sloyd* will be added to the course for the coming session. The Swedish *Gymnastics* were introduced last year, and will be taught this year by Baron Posse.

The great increase in patronage has encouraged the making of extensive improvements for the coming session. Last year a fine building was fitted up for a dormitory, and this year a large extension is to be made to the kitchen and cafe, and additional cooking apparatus provided. An adjoining lot of land has been purchased, and the two buildings for instruction in music have been moved around, painted and put in good repair. The main building, *Agassiz Hall*, which is 40 x 60 feet, and four stories high, has been thoroughly repaired and painted, the lawn graded, and otherwise improved. These improvements have cost over \$3,000. The institute is one of the prominent Massachusetts educational institutions, chartered by the legislature, and managed by a board of directors. Its location is admirable for health as well as study; there is probably no better place for sea bathing. See advertisement.

## BOOK DEPARTMENT.

#### NEW BOOKS.

**ADVANCED LESSONS IN ENGLISH GRAMMAR.** For use in higher grammar classes. By Wm. H. Maxwell, M. A., Ph. D., superintendent of public instruction, Brooklyn, N. Y. New York, Cincinnati, and Chicago : American Book Company. 327 pp. 60 cents.

This book forms the third of a series on the English language, in which the first two are "Primary Lessons in Language and Composition," and "Introductory Lessons in English Grammar." It will thus be seen that the scheme includes the study of language from the lowest classes upward through the course. The volumes are graded in accordance with the present ideas of teaching, which require that the art of using language shall be learned by practice and that then the student shall proceed to master the science, or grammar. The first fifty-seven pages of this book are devoted to the parts of speech and the construction of the English sentence. Orthography, etymology, syntax, and prosody are each treated separately. The teacher must decide how much or how little of the matter is to be used and in what way it is to be employed; he is supposed to know how to use a text-book. Some classes will require more of it and some less; some parts of it will serve principally for reference. The questions following each subject are eminently suggestive and will help discipline the pupil's thinking power. All through the book there is an abundance of examples, and sentences to complete and to transform, and very little to commit to memory. The absence of sets of rules, which occupied so prominent a place in the old text-books on grammar, is noticeable. The leading idea of the chapter on "Economy of Attention" is from Herbert Spencer's "Essay on Style," which is worked out in detail by the aid of a multiplicity of examples. Altogether, the book completes very satisfactorily the author's "English Course."

**THE BEVERLEYS.** A story of Calcutta. By Mary Abbott, author of "Alexia." Chicago : A. C. McClurg & Co. 1890. 264 pp. \$1.00.

The writer of this story introduces the reader to the fashionable society of Calcutta with its gay government employees and handsome ladies. The fortunes of the ne'er-do-well Barny, his wife Philippa, the Beverleys, father and son, and others who figure in the story, strongly excite the interest. The colloquies are lively and the descriptions of Calcutta and its surroundings with its mixed population are vivid. The principal figure of the story is the beautiful Eileen whose love, if it does not run smooth, meets with due reward in the end.

**THE MULTUM IN PARVO ATLAS OF THE WORLD.** Edinburgh and London : W. & A. K. Johnston. 1890. 16mo.

It is surprising how much this little book contains. The information given relates to all the countries of the world, and is both statistical and descriptive. There are ninety six maps each covering two pages and a very complete index of geographical names, at the end of the book, with references to the maps. Among the maps and charts are those illustrating the seasons, the solar system, the north polar regions, the ocean currents and river systems, annual isothermal lines, winds and storms, etc. The book is just the one for those who want a cheap, handy, convenient, and comprehensive atlas.

**SHAKESPEARE'S KING HENRY THE EIGHTH.** Edited by William Aldis Wright, M.A. Oxford : At the Clarendon Press. 176 pp. 40 cents.

He who would see the characters of English history, and feel as they felt, should read Shakespeare's historical plays of which his "Henry the Eighth" is an excellent specimen. The editor in a learned preface sifts the evidence as to the origin and authenticity of the play. The notes furnish all necessary material for a critical study of this masterpiece of literature.

**THE INFORMATION READERS.** No. 1. Boston School Series. By E. A. Bell, M.D. Boston : School Supply Co., 15 Bromfield street. 1891. 281 pp. 60 cents.

The authors of school readers in the past, especially of books for the lower grades, failed to take advantage of the opportunities the preparation of reading material offered them. The books were made too much on the plan of presenting *words*, instead of words as the representatives of ideas. This book deals with a subject which all should be familiar—what we eat and drink. It is full of information in regard to animals and plants that are used as food, telling about hunting, fishing, and harvesting, and giving bright descriptions that will add to the pleasure of the reading lesson. It will be seen that the book has been prepared on a new plan and one that will undoubtedly meet the approval of educators everywhere. In fact, it has been worked out on the lines laid down by the New England superintendents in their reports on reading, which were approved by their Boston convention held last winter. In the chapters on "Turning Food into Poison" and "A Baneful Beverage," the evil results of indulging in intoxicating liquors are strongly set forth. We warrant there will be no want of interest in the reading class where this Reader is in use, and the best of it is that while the pupils are advancing in a knowledge of their mother tongue they are learning what will be useful to them in after life. The illustrations were drawn to make the matter clearer, and they answer their purpose in an excellent manner. The type, binding, and paper are all that could be desired.

May 9, 1891.

**ALDEN'S MANIFOLD CYCLOPEDIA OF KNOWLEDGE AND LANGUAGE.** With illustrations. Vol. 26—*Newhaven to of.* New York: Garretson, Cox & Co.

Users of these volumes find much to say in their favor, among which are their convenient size and the accuracy of the information given. Considering the immensity of the field of knowledge, also, they cover it remarkably well. The present volume has biographies of Cardinal Newman, Sir Isaac Newton, Titus Oates, Johann Friedrich Oberlin, Odoacer, and others, and articles on Nevada, New Brunswick, Newfoundland, New Hampshire, New Jersey, New Mexico, newspaper, New York, Nile, North Carolina, novels and romances, Nubia, numismatics, and many others. The cyclopedia is getting pretty well along toward completion. The whole number of volumes, we believe, will be about forty.

**A BRAVE WOMAN.** By E. Marlitt. Translated by Margaret P. Waterman. With fifty photogravure illustrations. New York: Worthington Co. 349 pp.

This is a story of German nobility, and of course deals with conventional society as it exists there. Baron Mainau marries, from pique, a daughter of the house of Trachenburg and takes her home to his castle. There she has to cope with the intrigues of two consummate villains—the baron's uncle and a clergyman. The purity of her character stands out in shining contrast to the blackness of theirs. She finally triumphs over her enemies and wins the love of her husband. The interest of the story centers around her, although the other principal characters are well drawn. The illustrations were evidently prepared with a great deal of care, and after a deep study of the situations described in the story. The translator's work has been well done.

**OUTLINES OF PSYCHOLOGY.** By Harold Höffding, Professor at the university of Copenhagen. Translated by Mary E. Lowndes, New York: Macmillan & Co., 1891. 865 pp.

Psychologies and psychologies—here is another. A short time ago we were startled by the bulky volumes of Professor William James of Harvard, and a little before by the clear statements of James Mark Baldwin, Toronto. Now, here is another. We open its pages with a wonder as to what new thing this scholar can say, and with what party he is allied. A brief examination shows us that he is of no party, neither is he the advocate of any pet theory, but a plain, straight-forward psychologist-teacher showing what is right and what is wrong; where the truth is, and where is the false. His philosophy is common sense, since he believes that mental life is known only in ourselves, and what else we know is discovered by analogy. The realm of soul is thus narrowed from what was occupied by Aristotle. He holds that the first work of the mind-student is classification, "by means of which definite groups of mental phenomena are formed." To this work of classification our author sets himself with great earnestness and success. Here and there we find a remark that seems to be tintured

with a little of Spinozaism, but a more careful examination of the thought shows that the essence of pantheism is not in the author's thought. The subject that receives by far the greatest attention is the psychology of cognition. This subject is certainly treated in a masterly manner, and is the best part of the entire book. It is not inferred that the whole is not excellent, for it is, but this particular part is superior. Altogether no teacher or serious student of this science can afford to be without this treatise in his library and class-room.

#### ANNOUNCEMENTS.

**KEATING & CO.**, Cincinnati, issue from their press "Poems Sketches of Moses Traddles," which is being received very favorably.

**LEE & SHEPARD** bring out in the "Good Company" series the "Life and Times of Jesus as related by Thomas Didymus," by James Freeman Clarke.

**THE SCRIBNERS** have in press for immediate publication a timely volume which deals with a question that is now agitating the religious world, church union. The book is by the rector of Grace church, New York, Dr. W. R. Huntington, and the title is the "Peace of the Church."

**THE ARENA CO.**, issued, in a short time, four editions of 5,000 copies each of Helen Gardener's "Is this Your Son, My Lord?"

**HARPER & BROTHERS** announce a new book by Mary E. Wilkins, the title of which is, "A New England Nun and Other Stories."

**D. LOthrop COMPANY** recently had "A Real Robinson Crusoe," a peculiar personal narrative, edited for them by A. J. Wilkinson. The actual author of it has just died at his home in Cobourg, Ontario. His death only intensifies the mystery attaching to his adventurous life, as his identity is still preserved a close secret by his immediate friends, and the secret of the island has not yet been solved.

**THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE** has just issued its fourth number of its "Annals." The high standard set by the previous numbers is fully maintained in this issue.

**D. C. HEATH & CO.** issue a "German Science Reader," prepared by Prof Gore, of the Columbian University. It is designed to ease the difficulties of reading technical German.

**THE CASSELL PUBLISHING COMPANY** announce that they have just completed arrangements with Mme. Bazan, the Spanish novelist, by which they become the authorized publishers of her books in English. The first story to be published is "The Christian Woman."

**OLIVER DITSON CO.**, Boston, have an infinite variety of music, both old and new. Among their cantatas are "The Jolly Farmers," "Heroes of '76," and "New Flower Queen."

**WORTHINGTON CO.** announce for immediate publication "Her Playthings, Men," by Mabel Esmonde Cahill, a story of English and continental society.

**THE RIVERSIDE PRESS** will issue a new book of short stories from Joel Chandler Harris, who figures in the minds of a host of readers as "Uncle Remus." It is entitled "Balaam and his Master, and Other Stories."

**MACMILLAN & CO.** publish a large number of works on belle lettres, poetry, divinity, biography and history, political economy, science and philosophy, education, English, etc. They now have ready volumes I. to XXVI. of "The Dictionary of National Biography," edited by Leslie Stephen and Sidney Lee.

**THE NEW ENGLAND PUBLISHING CO.** have brought out a series of "Gymnastic Cards of the Ling System," by F. A. Morse. The price is fifteen cents. Those who wish to study that system should read the book entitled "Swedish System of Educational Gymnastics," by Baron Nils Posse, published by Lee & Shepard.

#### CATALOGUES AND PAMPHLETS RECEIVED.

**Catalogue of Atlases, Maps, Globes, Wall Illustrations, etc., of W. & A. K. Johnston, geographers to the Queen, Edinburgh and London.** When we say that this book contains sixty-five closely-printed octavo pages, the reader will appreciate the great variety of the publications of this firm.

**Twentieth Annual Report of the Industrial School for Girls of the State of New Jersey, 1890.** George C. Maddock, president; Lewis Parker, secretary. Trenton: The John L. Murphy Publishing Co., printers.

**CXXII Annual Banquet of the Chamber of Commerce of the state of New York, Nov. 18, 1890.** Speeches made on the occasion. Speech of Hon. Warner Miller before the Marquette Club, Chicago, on the anniversary of Lincoln's birth, February 12, 1891.

**Boston School Documents, 1891:** No. 1, Report of the committee on manual training schools; No. 2, Report of the committee on drawing; No. 3, Report of the committee on salaries; No. 4, Report of the committee on nominations; No. 5, Report and catalogue of the Boston normal school.

**Sixteenth Annual Circular and Catalogue of the Friends' Normal Institute, Rising Sun, Cecil County, Maryland.** J. I. Woodruff, A.B., principal.

#### MAGAZINES.

Henry James contributes to *Harper's Weekly* for April 29 a short story entitled "Brooksmith." The same number of the *Weekly* contains an article on William M. Chase and his paintings of Central Park, illustrated with reproductions of the paintings themselves. A full-page illustration of the Cave of the Winds, Niagara Falls, from a drawing by W. T. Smedley, is also seen in that number.

Douglas O'Connor's remarkable story, "Brazan Android," is concluded in the May *Atlantic*. Richard H. Dana's *Journal* is drawn upon for a delightful account of a voyage on the "Grand Canal of China." A specimen of Miss Jewett's best work is seen in the description of the Hon. Joseph K. Lane's way to his native town, Winby. Mr. Parkman concludes his account of the "Capture of Louisbourg by the New England Militia," and H. C. Merwin puts in a plea for noble art in his article on the "Ethics of Horse Keeping." William P. Andrews' article on "Goethe's Key to Faust" will interest students of literature. The installation of Mr. Stockton's novel, "The House of Martha," is full of charm, the hero encountering the heroine under extraordinary circumstances.

**The Ladies' Home Journal**, of Philadelphia, received 15,205 manuscripts during 1890, of which 2,280 were poems, 1,746 stories, and 11,179 miscellaneous articles. Only 179, or a little over one per cent, of the unsolicited manuscripts, were accepted.

**Vick's Magazine** for April has articles relating to "The Study of Botany," "Farmers as Fruit Growers," "Government Seeds," and many others of value to cultivators of flowers and plants.

A beautifully illustrated article on the famous monastery of Chartreuse is the leading attraction of the May issue of *The Domestic Monthly*.

**The Quarterly Register** is a new periodical, issued every three months by The Evening News Association, of Detroit, Mich. The object of the publication is to give in a condensed form the news of the world. It is a book of eighty-four pages of magazine size, attractive in make-up and illustration. The matter is selected with much judgment, and edited with care. It deserves to become popular.

**The Century** begins in May a brief series by the late George Mifflin Dallas, United States minister to the court of the Czar, in which are described the magnificence and luxury of the court of Nicholas I. A frontispiece portrait of Nicholas accompanies the first article. Portraits of many famous French women accompany the final paper by Mrs. Amelia Gere Mason on the "Salons of the Empire in the Restoration." The series of separate papers on "The Gold Hunters of California" is continued by an article on "Pioneer Mining" by E. G. Waite. "Voice Figures" is a remarkable article by Mrs. Margaret Watts Hughes, the celebrated English singer.

**The Ninth Series Johns Hopkins University Studies, III.-IV.** gives a history of University Education in Maryland, with supplementary notes on University Extension and the University of the Future by Mr. Moulton, of England. Fifty cents. This is a valuable contribution to educational literature.

## GREAT MEN.

*During the past year the following prominent educators have asked us to recommend teachers. We have in each case recommended not more than four, and referred none others to the position, and in every case one of the candidates we recommended has been elected:*

- W. M. E. ANDERSON, Supt. Schools, Milwaukee, Wis.
- Prof. J. F. CLAFLIN, Prin. High School Chicago.
- Prof. T. M. BALLIET, Supt. Schools, Springfield, Mass.
- Prof. GILMAN E. FISHER, Supt. Schools, Muskegon, Mich.
- Prof. EDWARD AYERS, Supt. Schools, LaFayette, Ind.
- H. H. BELFIELD, Prin. Manual Training School, Chicago.
- ALBERT SALISBURY, Prin. State Normal School, Whitewater, Wis.
- F. M. KENDALL, Supt. Schools, Saginaw, Mich.
- Prof. J. HOLLOWAY, Supt. Schools, Fort Smith, Ark.
- Prof. C. P. ROGERS, Supt. Schools, Marshalltown, Ia.
- Prof. THOS. CHAMBERLAIN, Pres. State University, Madison, Wis.
- J. I. EMERY, Prin. State Normal School, River Falls, Wis.
- Prof. A. D. COLEGROVE, Supt. Schools, Corry, Pa.
- Prof. A. F. BECHDOLT, Supt. Schools, Mankato, Minn.
- E. B. NEELY, Supt. Schools, St. Joseph, Mo.

The List could be extended to occupy many pages by taking in men of less prominence, but the men we have mentioned are *great men*,—men with a national reputation, and the fact that they personally solicited our recommendation and selected one of the three or four whom we recommended, is certainly the highest honor that an agency could ever expect to attain. Hundreds of calls are coming to us every week for teachers. Seven hundred teachers were placed by us last year, and from the present outlook we shall place one thousand this year in better positions than the ones they are now filling. Will you be one of these? If you can prove by testimony that you are capable of filling a better place and will undertake to prove this to us, the sooner you begin correspondence with us the better. Send for circulars to the

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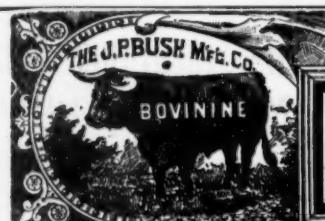
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